

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: 2005

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).

maktaba.tetea.org



1. Explain the role of the following literary elements in enhancing a literary work, providing examples from any work you have studied:

(a) Climax

The climax is the turning point or the moment of highest tension in a story, where the conflict reaches its peak and begins to move towards resolution. It keeps readers engaged by providing excitement and emotional intensity. In *The Lion and the Jewel* by Wole Soyinka, the climax occurs when Sidi finally agrees to marry Baroka, surprising everyone after rejecting him earlier. This moment changes the direction of the story and determines the fate of the characters.

(b) Metaphor

A metaphor is a figure of speech that directly compares two unrelated things to highlight a shared quality. It helps deepen meaning and creates vivid imagery in a reader's mind. In *Song of Lawino* by Okot p'Bitek, the poet compares Western culture to a disease affecting African people's identity. This metaphor shows how harmful foreign influences can be to African traditions.

(c) Antagonist

The antagonist is the character or force that opposes the protagonist, creating conflict within the story. This conflict drives the plot forward and helps reveal the protagonist's qualities. In *Houseboy* by Ferdinand Oyono, the white colonial masters act as antagonists to Toundi. They exploit and mistreat him, exposing the cruelty of colonial rule and the injustices faced by African servants.

(d) Suspense

Suspense is the element of uncertainty and anxiety about what will happen next in a story. It keeps readers interested and eager to discover the outcome. In *The Trials of Brother Jero* by Wole Soyinka, suspense builds as Jero deceives people with false prophecies. Readers are left wondering whether his lies will be exposed, which sustains interest in the play.

(e) Mood

Mood refers to the emotional atmosphere that a writer creates to influence how readers feel while reading a literary work. It helps connect the reader emotionally to the story. In *Building the Nation*, the mood is bitter and critical as the poet expresses anger at corrupt leaders enjoying luxuries while the ordinary people remain poor. This mood makes readers sympathize with the oppressed and resent the greedy officials.

2. "Literature educates while entertaining." Using six (6) points, discuss how literature achieves this dual purpose, drawing examples from your readings or experiences.

Literature teaches moral lessons while telling interesting stories. Through enjoyable narratives, readers learn about honesty, courage, and respect. In *The Concubine* by Elechi Amadi, the story of Ihuoma teaches readers about loyalty and the consequences of breaking traditional customs.

Literature provides historical knowledge in a fascinating way. It presents past events and leaders through engaging stories. *Sundiata: An Epic of Old Mali* entertains readers with heroic battles while also educating them about the rise of the Mali Empire and its culture.

Literature preserves and promotes culture by presenting traditional customs, proverbs, and songs within stories. In *Kinjeketile* by Ebrahim Hussein, the play entertains audiences with dramatic scenes while also teaching them about the Maji Maji resistance and the importance of unity.

Literature raises awareness about social problems while keeping readers interested through lively characters and plots. In *A Walk in the Night* by Alex La Guma, the story exposes racism and unemployment in South Africa while maintaining a suspenseful and engaging plot.

Literature encourages critical thinking by presenting different viewpoints within entertaining works. Readers enjoy the drama in *The Lion and the Jewel* but also reflect on the conflict between modern and traditional lifestyles.

Literature inspires hope and courage while keeping people entertained. Poems like *I Speak for the Bush* criticize injustice but also entertain readers through artistic language and powerful images, giving them hope for change.

3. Discuss the importance of preserving oral literature in Tanzania, highlighting five (5) challenges it faces in the modern era.

Oral literature is important because it preserves Tanzania's cultural heritage. It keeps alive the history, customs, beliefs, and wisdom of ancestors, which helps younger generations understand their identity and traditions.

Oral literature promotes moral values and social norms. Through proverbs, folktales, and songs, communities teach children about honesty, bravery, respect, and kindness in an entertaining way.

It strengthens unity and cooperation within communities. During storytelling, people gather, share ideas, and learn together, creating a sense of belonging and togetherness.

Oral literature develops creativity and language skills. People learn to express themselves through riddles, songs, and folktales, improving their ability to communicate ideas and emotions.

It serves as an educational tool, especially in rural areas without access to formal education. Through oral narratives, people learn about history, leadership, and problem-solving.

One challenge facing oral literature is the influence of modern technology and foreign media. Young people spend more time on social media and watching foreign films than listening to traditional stories, causing oral literature to decline.

Another challenge is the death of skilled elders who possess oral knowledge. As they pass away without recording their knowledge, many valuable stories and proverbs disappear.

Urbanization separates people from traditional ways of life. In towns and cities, people rarely gather to tell stories, weakening oral traditions.

Modern education systems focus more on foreign languages and literature, neglecting indigenous oral literature. This makes young people value foreign cultures more than their own.

Lastly, the lack of proper documentation threatens the survival of oral literature. Since it is passed by word of mouth, any disruption in transmission leads to the loss of important cultural knowledge.

4. “Plays often expose the hypocrisy of those in power.” Using two plays, discuss how playwrights portray hypocrisy and its consequences.

In *The Trials of Brother Jero* by Wole Soyinka, the playwright exposes the hypocrisy of religious leaders who pretend to be holy while exploiting their followers. Brother Jero claims to be a prophet with divine powers, but he manipulates innocent people for personal gain. He lies to his followers, takes advantage of their faith, and avoids honest work. The consequence of this hypocrisy is the erosion of trust in religious leaders and the spread of false beliefs in society.

In *The Government Inspector* by N. Gogol, the playwright satirizes corrupt government officials who pretend to be honest while stealing public resources and oppressing citizens. When they hear about a government inspector’s visit, they panic and attempt to cover their crimes. The officials bribe and flatter Khlestakov, mistaking him for the inspector. Their hypocrisy is exposed when the real inspector is announced at the end. The consequence is shame, public humiliation, and fear of punishment.

5. Analyse how the setting in one play contributes to the development of its themes and characters. Provide specific examples.

In *Kinjeketile* by Ebrahim Hussein, the setting is colonial Tanganyika during the Maji Maji resistance. This historical setting contributes to the theme of colonial oppression, African unity, and betrayal. The colonialists exploit and divide African communities, causing suffering and conflict.

Characters like Kinjeketile emerge as symbols of hope, calling for unity and resistance. The sacred pool where Kinjeketile receives a divine message symbolizes African spirituality and the beginning of organized rebellion. The colonial villages, controlled by German officials, represent the oppression and suffering of African people.

The setting allows the characters to reflect on their loyalty to their land and customs. It also creates tension between those who support the rebellion and the traitors who collaborate with the colonizers.

6. “Female characters in plays often challenge societal norms.” Using two plays, discuss how female characters resist or conform to societal expectations.

In *The Lion and the Jewel* by Wole Soyinka, Sidi challenges societal norms by refusing Baroka’s marriage proposal despite his power and wealth. She values her beauty and independence, representing the new, confident African woman. However, in the end, she conforms to tradition by accepting Baroka’s offer, showing how societal pressure influences individual choices.

In *Dilemma of a Ghost* by Ama Ata Aidoo, Eulalie, Ato’s wife, challenges African customs by refusing to follow the extended family’s expectations. She openly criticizes traditional practices and demands freedom to live as she pleases. On the other hand, Ato’s mother, Esi Kom, represents the traditional woman who upholds cultural norms. This conflict highlights the tension between modern and traditional values in society.

7. “Writers use symbolism to deepen the meaning of their stories.” Using two texts, discuss how symbolism enhances the themes and messages.

In *Houseboy* by Ferdinand Oyono, the whip symbolizes colonial brutality and oppression. Toundi’s experiences of beatings reflect the physical and psychological control colonialists had over Africans. The church symbolizes false morality, where colonial masters preach kindness but practice cruelty.

In *The Concubine* by Elechi Amadi, the sea symbolizes fate and mystery. It is linked to Ihuoma’s tragic destiny and represents the supernatural forces that control human lives. The python symbolizes the spirit husband’s jealousy and power over Ihuoma’s suitors. These symbols deepen the story’s message about destiny, love, and the clash between traditional beliefs and human desires.

8. Discuss how two writers use the theme of oppression to reflect societal challenges in their works.

In *A Walk in the Night* by Alex La Guma, the writer addresses racial oppression in apartheid South Africa. Black characters like Michael Adonis face poverty, police brutality, and injustice. The story reflects societal challenges such as discrimination, unemployment, and hopelessness among marginalized communities.

In *The Old Man and the Medal* by Ferdinand Oyono, the writer portrays colonial oppression through Meka’s experiences. The colonial government uses African leaders for their benefit while denying them dignity and freedom. Meka’s humiliation after receiving a colonial medal shows the hypocrisy and cruelty of colonial rule. Both stories highlight the pain and resistance of oppressed people in unjust societies.

9. “The resolution of a story often reflects the writer’s perspective on life.” Using two texts, analyse how the endings of the stories convey the writers’ messages.

In *Houseboy* by Ferdinand Oyono, Toundi's death at the end reflects the writer's message about the cruelty of colonialism and the fate of innocent Africans who suffer under foreign rule. The unresolved injustice shows the writer's view that colonial oppression leads to the destruction of African lives and values.

In *Sundiata: An Epic of Old Mali* by Djibril Tamsir Niane, the story ends with Sundiata's victory over Soumaoro and the restoration of peace in Mali. This positive resolution reflects the writer's belief in unity, courage, and rightful leadership. It conveys a message of hope that good will eventually overcome evil, and a nation can be rebuilt through collective effort and strong leadership.

10. "Poets use structure to shape the reader's experience." Using two poems, discuss how the structure (e.g., stanza arrangement, line breaks) enhances the poem's meaning.

In the poem *A Freedom Song* by Marjorie Oludhe Macgoye, the structure of short, repetitive lines builds a rhythmic chant that mirrors the urgency of the speaker's cry for justice and freedom. The repeated structure "I will not marry the mean..." reinforces the theme of resisting oppression and exploitation. The simple, direct arrangement of stanzas makes the poem accessible and gives emphasis to each demand, ensuring the reader feels the steady, persistent voice of the speaker.

In *A Nation's Plea*, the use of single-line sentences such as "We cry for peace" and "We sing for freedom" in a stanza-like arrangement emphasizes the desperation and scattered hope of a suffering nation. The structure of placing these cries alone on a line highlights their emotional weight. The short stanzas and breaks create pauses that reflect the speaker's pain and give the reader time to absorb the intensity of each plea, enhancing the poem's impact.

11. Read the following poem and answer the questions that follow:
If We Must Die by Claude McKay

(a) What is the central message of the poem?

The central message is a call for dignity, bravery, and resistance in the face of oppression and death. The poet urges the oppressed not to die like animals but to fight courageously so their deaths carry honor and inspire others.

(b) Identify two themes and explain their significance.

The first theme is resistance against oppression. The poet encourages the oppressed to rise and resist their enemies even when facing certain death. This theme highlights the importance of courage and dignity. The second theme is unity in struggle. The poet addresses his people as "kinsmen," emphasizing solidarity and collective action against injustice. It shows how unity strengthens the oppressed in their fight for dignity.

(c) Comment on the use of metaphors in the poem.

The poet uses metaphors like "hogs" to describe oppressed people who are being hunted, and "mad and hungry dogs" to represent oppressors. These images make the injustice and dehumanization vivid and

shocking. Referring to enemies as “monsters” and the fight as a “common foe” creates a picture of a fierce, desperate struggle and evokes sympathy and admiration for the fighters.

(d) What is the poet’s tone, and how does it affect the reader?

The tone is defiant, urgent, and heroic. It inspires bravery and resistance in the reader. The poet’s passionate call for courage stirs emotions of pride, anger against injustice, and a sense of duty to fight for dignity.

(e) How does the poem’s structure contribute to its impact?

The poem’s structure uses quatrains and a closing couplet to build intensity. The steady rhythm and formal arrangement reflect the poet’s control and determination, even in chaos. The rhyme scheme (ABABCDCDEFEFGG) creates a musical flow that strengthens the poem’s emotional force and makes its message memorable. The structure also mirrors a battle plan, leading from preparation to defiance and final confrontation.

(f) Discuss the relevance of this poem to Tanzanian society today.

The poem remains relevant as it addresses oppression, courage, and unity—issues still faced in different forms today. In Tanzania, people may struggle with political corruption, social injustice, and economic challenges. The poem encourages citizens to stand firm, speak out, and fight against any form of dehumanization and unfair treatment, promoting dignity and national unity.

12. Using two poems, discuss how poets use personification to convey their messages and engage their audience.

In *Song of Lawino* by Okot p’Bitek, personification appears when cultural traditions and colonial influences are given human-like qualities. The poet describes how Western culture “sits” in homes and “laughs” at African customs. This personification makes the cultural conflict vivid and relatable, showing how traditions feel threatened by foreign influence. It engages the audience by presenting the cultural tension as a personal battle between living forces.

In *An African Thunderstorm* by David Rubadiri, personification is used to bring the storm to life as a destructive, mischievous invader. The wind is said to “whirl and stampede” and the clouds “gather to witness the event.” This human-like behavior of natural forces mirrors colonial invasion and social disorder. It helps the audience feel the chaos and fear brought by both nature and foreign domination, making the poem’s message about disturbance and resilience more engaging and dramatic.