

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

Friday 22nd October 2010

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. How can literature help us in fighting against HIV/AIDS in Tanzania?

Answer:

(i) Creating awareness: Literature educates people about HIV/AIDS, its transmission, and prevention methods. For example, short stories or plays can depict characters who engage in risky behavior and the consequences they face, thereby teaching the audience important lessons.

(ii) Reducing stigma: Poems, novels, and plays humanize those living with HIV/AIDS, breaking stereotypes and encouraging empathy. For instance, a character in a story might show resilience and strength despite their condition, inspiring acceptance in society.

(iii) Promoting behavior change: Literature can influence individuals to adopt safer practices, such as using protection or avoiding multiple sexual partners. Through relatable narratives, people learn the importance of responsible behavior.

(iv) Advocating for support: Stories and poems often highlight the importance of care, support, and access to healthcare for those affected by HIV/AIDS. This encourages communal efforts to address the epidemic.

(v) Encouraging dialogue: Literature opens up conversations about sensitive topics, making it easier for communities to discuss and address issues related to HIV/AIDS.

2. An artist can best use his pen and not rifle to teach and warn the society. Validate this statement using your life experience.

Answer:

(i) Advocacy through creativity: Artists, through poetry, novels, and plays, can address societal issues without resorting to violence. For instance, poets use their work to highlight injustice and promote peace, inspiring societal change.

(ii) Non-violence: Art as a medium allows for peaceful expression. By writing about challenges such as corruption or inequality, artists avoid conflict while still impacting minds.

(iii) Awareness creation: Writers can warn against the dangers of harmful practices, such as drug abuse or discrimination, by depicting the consequences in their works. This method reaches a wide audience and fosters understanding.

(iv) Role models: Characters in literature often serve as examples of moral behavior, teaching readers to emulate positive traits. For instance, a story about a selfless leader can inspire people to prioritize communal well-being.

(v) Unity: Art bridges divides by addressing universal themes that resonate with people across cultures, promoting unity and collective action to tackle societal challenges.

3. Write brief notes on the following literary concepts:

(a) Written literature

Written literature refers to works of art that are recorded in written form, such as novels, plays, poems, and essays. It allows for preservation and accessibility across generations.

(b) Setting

Setting refers to the time and place in which a story or event occurs. It provides context for the characters' actions and can influence the mood or themes of the work.

(c) Proverbs

Proverbs are short, traditional sayings that express moral lessons or practical truths. They are often used in literature to convey wisdom and cultural values.

(d) Narrator

A narrator is the voice or character that tells the story in a piece of literature. The narrator's perspective (first-person, third-person, omniscient) shapes how the story is presented to the audience.

4. Choose one play you have read and appreciated and explain why you liked or disliked it.

Answer:

I enjoyed reading *The Lion and the Jewel* by Wole Soyinka.

(i) Rich cultural depiction: The play portrays the vibrant traditions and culture of the Yoruba people. The use of songs, dances, and proverbs like "The cunning fox cannot be fooled by a shallow trap" makes the narrative engaging and reflective of African heritage.

(ii) Conflict between tradition and modernity: The rivalry between Baroka, who represents traditional values, and Lakunle, who symbolizes modernity, creates a thought-provoking dynamic. This conflict is relatable to societies experiencing rapid modernization.

(iii) Humor: The humorous exchanges, especially Lakunle's exaggerated speeches like "I will not pay the bride price. It is archaic," add light-heartedness to serious themes, making the play entertaining.

(iv) Strong female character: Sidi, the village belle, is a vibrant and independent character. Her wit and confidence bring depth to the play and challenge gender stereotypes in her society.

The blend of humor, cultural richness, and meaningful themes makes *The Lion and the Jewel* a captivating and enjoyable play.

5. With reference to any two plays you have read under this section, analyze the role of literature in the society.

Answer:

From *The Lion and the Jewel* by Wole Soyinka:

- (i) Literature preserves culture: The play showcases Yoruba traditions, such as the use of storytelling, dances, and songs, ensuring the preservation of African heritage.
- (ii) Challenges societal norms: The play critiques gender roles and the notion of bride price through characters like Sidi and Lakunle.
- (iii) Educates on the clash of values: It explores the tension between tradition and modernity, encouraging societies to find a balance.
- (iv) Entertains: The humor and wit in the dialogue make it an engaging medium for conveying serious messages.

From *Dilemma of a Ghost* by Ama Ata Aidoo:

- (i) Promotes cultural understanding: The play addresses the challenges faced in intercultural marriages through Eulalie and Ato's relationship.
- (ii) Highlights social issues: It discusses the importance of unity and empathy in overcoming family conflicts.
- (iii) Encourages self-awareness: Ato's dilemma reflects the struggle to reconcile personal choices with societal expectations.
- (iv) Inspires change: The play encourages readers to bridge gaps between traditional and modern values.

Both plays illustrate how literature can entertain, educate, and critique societal norms.

6. Art is the creation or expression of what is beautiful. Literature is said to be an art because it involves artistic use of language to express human experience and feelings. In the light of this statement, take two plays you have read and explain why you consider them products of art.

Answer:

From *The Lion and the Jewel* by Wole Soyinka:

- (i) Use of language: The poetic and metaphorical language in Baroka's speeches, like "The lion walks slowly to pounce on its prey," reflects artistic expression.
- (ii) Visual imagery: The detailed descriptions of the marketplace, dances, and costumes create a vivid picture of village life.

- (iii) Thematic depth: The conflict between tradition and modernity is presented in a nuanced and thought-provoking manner.
- (iv) Symbolism: Characters like Baroka (the lion) and Lakunle (modernity) symbolize broader societal changes.

From *The Trials of Brother Jero* by Wole Soyinka:

- (i) Satire: The play uses humor and irony to critique religious hypocrisy, as seen in Jero's manipulation of his followers.
- (ii) Characterization: The eccentric characters, such as Brother Jero, are vividly portrayed, adding artistic depth.
- (iii) Engaging dialogue: The witty and rhythmic dialogue enhances the play's entertainment value.
- (iv) Realism: The play reflects societal issues like greed and deceit in a relatable yet artistic way.

Both plays exemplify artistic excellence in their use of language, themes, and visual elements.

7. "Dialogue can be a very effective device of short stories and novels writing." With reference to two titles among the given reading list above discuss the truth of the statement.

Answer:

From *A Walk in the Night* by Alex La Guma:

- (i) Revealing characters' emotions and thoughts: Dialogue in the novel effectively conveys Michael Adonis's frustration with systemic injustice. For example, his conversation with Joe highlights the social tension and racial discrimination he faces in apartheid South Africa.
- (ii) Creating tension and conflict: Through the dialogue between characters like Willieboy and the police, the novel heightens the tension, demonstrating the fear and mistrust prevalent in their community.
- (iii) Driving the plot forward: Conversations between Michael and other characters reveal the societal issues of poverty and oppression, which are central to the story's progression.
- (iv) Providing social commentary: The characters' words reflect the inequalities and struggles of life in the Cape Town slums, offering readers an authentic perspective.

From *Secret Lives* by Ngugi Wa Thiong'o:

- (i) Building realism: In "The Village Priest," the dialogue between the priest and villagers exposes the hypocrisy in his leadership, making the story more relatable and engaging.
- (ii) Highlighting cultural issues: Conversations in the stories often address themes like colonialism and tradition, allowing readers to understand the challenges faced by African societies.

(iii) Enhancing engagement: Dialogue captures the reader's attention by making the characters' interactions lively and authentic.

(iv) Expressing themes: Through dialogue, Ngugi explores themes like betrayal and moral decay in society, bringing out the depth of his stories.

Dialogue is thus a powerful tool for conveying emotions, advancing the plot, and exploring themes in both titles.

8. "Most African writers write on a common theme." Choose two titles from the readings listed above to justify this statement.

Answer:

From *The Concubine* by Elechi Amadi:

(i) Tradition and superstition: The story explores the role of traditional beliefs in shaping the lives of individuals. Ihuoma's life is controlled by the belief that she is a spirit's concubine, reflecting the dominance of superstition in African societies.

(ii) Gender roles: The novel portrays the societal expectations placed on women, such as Ihuoma's perceived duty to conform to cultural norms.

(iii) Conflict between tradition and modernity: The tension between spiritual beliefs and human desires is a recurring theme in the story.

(iv) Fate and destiny: The inevitability of Ihuoma's tragic relationships underscores the theme of fate, a common element in African literature.

From *Houseboy* by Ferdinand Oyono:

(i) Colonial exploitation: The novel highlights the mistreatment of Africans by colonial authorities through Toundi's experiences.

(ii) Cultural disintegration: Toundi's assimilation into the colonial system causes a rift between him and his African roots.

(iii) Identity and alienation: The protagonist struggles with his identity, caught between the colonial system and his traditional culture.

(iv) Social injustice: The story vividly portrays the exploitation and dehumanization of Africans under colonial rule.

These themes, including tradition, colonialism, and societal conflict, are central to many African literary works.

9. “Sometimes writers use the experience of characters in order to reveal their central ideas.” With reference to two of the readings listed above, show how characters convey the writers central ideas effectively.

Answer:

From A Walk in the Night by Alex La Guma:

(i) Michael Adonis as a symbol of oppression: Michael’s life in the slums of apartheid South Africa reflects the systemic inequality faced by marginalized communities. His actions and frustrations expose the dehumanizing effects of racism and poverty.

(ii) Joe’s betrayal: Joe’s relationship with Michael highlights the internal divisions within oppressed groups, emphasizing the theme of mistrust and survival in a harsh environment.

(iii) Willieboy’s fear: Willieboy’s fear of the police illustrates the constant threat of violence under apartheid, reinforcing the central idea of systemic oppression.

(iv) Interaction with setting: The characters’ struggles within the Cape Town slums emphasize the theme of social inequality and despair.

From The Old Man and the Medal by Ferdinand Oyono:

(i) Meka’s disillusionment: Meka’s journey from loyalty to the colonial regime to a realization of his exploitation reveals the theme of colonial betrayal.

(ii) The medal as a symbol: Meka’s experiences with the medal highlight the emptiness of colonial promises and the exploitation of African loyalty.

(iii) Cultural alienation: The novel uses Meka’s interactions with both Africans and colonizers to portray the theme of identity and alienation.

(iv) Suffering and resilience: Meka’s endurance despite his disillusionment reinforces the idea of resilience amidst exploitation.

Through these characters, both novels effectively convey themes of oppression, betrayal, and resilience.

10. Modern poetry is more flexible in form or structure than traditional poetry. This has encouraged not only poets but also the audience in performance. Do you agree with these statements? Justify your arguments by using two (2) poems you have studied under this section.

Answer:

Yes, I agree with this statement. Modern poetry's flexibility allows poets to experiment with form and content, enabling deeper audience engagement and dynamic performances. The following examples demonstrate this:

From If We Must Die by Claude McKay:

- (i) The sonnet form is adapted to convey a powerful message of resistance. Though structured, its content resonates with modern struggles for freedom. For example, "If we must die, oh, let us nobly die" evokes a collective call to action.
- (ii) The conversational tone and vivid imagery like "Hunted and penned in an inglorious spot" bring out the poet's defiance and inspire audiences to relate to the message.
- (iii) The use of repetition, as seen in "If we must die," strengthens the poem's appeal, making it suitable for performance.
- (iv) The relevance of the theme of resistance ensures the poem's emotional impact remains timeless, resonating with audiences across different contexts.

From Eat More Fruit by Joe Corrie:

- (i) The poem employs a free-verse structure, making it relatable and accessible to a wider audience. Lines such as "Eat more fruit! The slogan says, more fish, more meat!" reflect societal hypocrisy and connect with readers.
- (ii) Satire is used to critique consumerism, making the poem not only engaging but also thought-provoking.
- (iii) The conversational tone enhances the performance, as the message can be communicated naturally to the audience.
- (iv) The vivid imagery, such as "The corpse of bloody Gaul," paints a striking picture, ensuring the poem's themes leave a lasting impression.

Both poems illustrate how modern poetry's flexibility in structure and form enhances its effectiveness, engaging both poets and audiences alike.

11. Read the following poem carefully and then analyze its:

Leave your spade
Your hammer and your pen, companion
In the forest hear rise up
With your spear, your knife and your gun.
Forward in our fight
With weapons and with courage – hurry.
All your people have risen up
They have but one road freedom
There is no prison, no torture and no death
Which makes us fear
Our people is your strength
And what we seek is their progress and their joy
By the light of our party
Stand firm in our struggle
On the plain, in the paddy field,
In the city and the forests heart, stand firm
We are one
One force, one future in our land
Give your life brother
For the victory of our people's freedom
Tomorrow is liberty
Your sons will enjoy the fruits of our fight.
Let us companions
Let us march to freedom to progress.

a) Content:

The poem highlights a collective struggle for freedom. It calls for people to abandon their daily tasks and take up arms in a fight against oppression. The speaker emphasizes unity, sacrifice, and the hope for liberty, as seen in "Give your life brother for the victory of our people's freedom."

b) Themes:

- (i) Struggle for freedom: The poem emphasizes the fight against oppression and the pursuit of liberty.
- (ii) Unity and solidarity: Lines like "We are one, one force, one future in our land" stress the importance of collective strength.
- (iii) Sacrifice: The poet emphasizes the need for individuals to make sacrifices for the greater good.
- (iv) Hope and progress: The line "Tomorrow is liberty, your sons will enjoy the fruits of our fight" reflects hope for a better future.

c) Form:

The poem uses free verse, emphasizing its flexibility and focus on content over structure. The lack of rhyme or meter allows for a conversational and persuasive tone, suitable for motivating an audience.

d) Imagery:

- (i) "Leave your spade, your hammer, and your pen" symbolizes abandoning daily tasks to join the struggle.
- (ii) "With your spear, your knife, and your gun" evokes vivid images of armed resistance.
- (iii) "On the plain, in the paddy field, in the city and the forests heart" creates a picture of a widespread movement.

e) Relevance:

The poem is relevant to societies facing oppression, as it inspires unity, resistance, and hope. Its message can be applied to struggles for political, economic, or social liberation.

12. How effective are the figures of speech used by artists in four (4) poems of your choice?

Answer:

Figures of speech enhance the depth and emotional impact of poetry. Their effectiveness can be seen in the following poems:

From If We Must Die by Claude McKay:

- (i) Metaphor: "Like men we'll face the murderous cowardly pack" compares oppressors to wild animals, emphasizing their brutality.
- (ii) Alliteration: "Hunted and penned in an inglorious spot" creates rhythm and highlights the characters' plight.
- (iii) Symbolism: "The open grave" symbolizes impending death, emphasizing the seriousness of the struggle.

From Eat More Fruit by Joe Corrie:

- (i) Satire: The poem critiques societal hypocrisy through humor, as seen in "Eat more fruit! The slogan says."
- (ii) Irony: The contrast between the slogan and the speaker's reality enhances the poem's message.
- (iii) Repetition: "Eat more fruit" reinforces the central critique, ensuring the message is memorable.

From Building the Nation by Christopher Henry Muwanga Barlow:

- (i) Irony: The persona's humble efforts contrast with the Permanent Secretary's indulgence, highlighting societal inequalities.
- (ii) Imagery: "Cold Bell beer with small talk" vividly depicts the Secretary's luxurious lifestyle.

From Your Pain:

- (i) Parallelism: "Your pain, yet more my pain" emphasizes shared suffering and resilience.
- (ii) Symbolism: "Your scars" symbolize the collective struggles of oppressed communities.
- (iii) Repetition: "Your" emphasizes the collective experiences of the persona and audience.

In all four poems, figures of speech effectively convey themes, engage readers, and enhance emotional resonance.