

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 13th November 2014

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. The subject of Literature differs from other subjects taught in school. What are the differences between Literature and other subjects in the secondary school curriculum?

Answer:

- i. Literature focuses on the study of imaginative and creative works such as novels, plays, and poems, while other subjects like science emphasize factual information and experiments.
- ii. Literature uses figurative language and symbolism, which require interpretation and analysis, unlike other subjects that often rely on direct explanations and definitions.
- iii. Literature explores human emotions, societal issues, and moral values, whereas other subjects like mathematics focus on logic and problem-solving.
- iv. Literature often includes subjective interpretations, while other subjects aim for objective and universally agreed-upon truths.

2. Briefly compare and contrast the following pairs of literary terms:

(a) Symbolism and Imagery:

- Symbolism involves using symbols (objects, colors, or actions) to represent deeper meanings, such as a dove symbolizing peace.
- Imagery creates mental pictures by appealing to the senses, as in "the sweet scent of roses filled the air."
- Both enhance meaning, but symbolism often has a more abstract interpretation compared to the sensory focus of imagery.

(b) Folk tale and Fable:

- Folk tales are traditional stories passed orally through generations, often reflecting cultural beliefs.
- Fables are short stories with moral lessons, typically featuring animals as characters.
- Both teach lessons, but fables are more structured with explicit morals, while folk tales may focus on entertainment or cultural preservation.

(c) Play and Drama:

- A play is a written script designed for performance on stage or screen.
- Drama refers to the broader genre, encompassing plays and other forms of dramatic expression.
- A play is a subset of drama, while drama can include non-performative forms like dramatic monologues.

(d) Alliteration and Assonance:

- Alliteration is the repetition of initial consonant sounds, such as "Peter Piper picked a peck of pickled peppers."
- Assonance is the repetition of vowel sounds, as in "the mellow yellow bellows."
- Both create rhythm and musicality in writing, but alliteration focuses on consonants while assonance emphasizes vowels.

3. Support the view that "society makes literature and literature holds the society."

Answer:

i. Literature as a reflection of societal values: Literature captures the morals, beliefs, and traditions of a society. For example, in Chinua Achebe's *Things Fall Apart*, the Igbo traditions and societal hierarchy are portrayed through the lives of Okonkwo and his community. This demonstrates how society influences the themes and characters in literature.

ii. Literature as a critique of societal flaws: Writers use literature to challenge societal issues. In *Building the Nation* by Henry Barlow, the poet critiques the corruption of leaders, as seen in the line, "As the Big Man ate, his left hand buried deep in rice," exposing the greed of those in power.

iii. Literature preserves history and culture: Oral literature like folktales and proverbs preserves cultural knowledge for future generations. For example, African proverbs in *Things Fall Apart* such as, "A man who pays respect to the great paves the way for his own greatness," teach lessons about humility and respect.

iv. Literature inspires societal change: By portraying struggles and injustices, literature motivates readers to demand reforms. In *If We Must Die* by Claude McKay, the call for resistance is evident in the line, "Let us nobly die so that our precious blood may not be shed in vain," inspiring collective action against oppression.

4. Analyze any four major themes found in any two plays studied under this programme.

Answer:

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

i. Tradition vs Modernity: The clash between Lakunle and Baroka represents the tension between preserving cultural heritage and embracing Western ideals. Lakunle dismisses bride price as "a savage custom," reflecting his disdain for traditional practices.

ii. Gender Roles: The play explores the expectations placed on women, as seen in Baroka's manipulation of Sidi. Sidi says, "He wants to marry me, not for love, but to boast of me," highlighting the objectification of women.

iii. Power and Manipulation: Baroka's schemes to outwit Lakunle and win Sidi reflect his cunning nature. His ability to manipulate others demonstrates the dynamics of authority in society.

iv. Love and Marriage: The differing views on marriage between Lakunle and Baroka symbolize the broader conflict between modernity and tradition.

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

- i. Cultural Conflict: The tension between Ato's Western-educated perspective and his family's traditional beliefs is evident. Ato's mother says, "What good is the white woman's food when it only causes hunger?" reflecting the misunderstanding between cultures.
- ii. Family Expectations: Ato is torn between his family's demands and his love for Eulalie, illustrating the burden of familial obligations.
- iii. Identity and Belonging: Eulalie struggles to adapt to African traditions, saying, "I don't belong here," reflecting the challenges of reconciling two identities.
- iv. Communication: The lack of dialogue between Ato and Eulalie leads to conflict, underscoring the importance of understanding and compromise.

5. One of the dominant problems in many plays is malpractice, which is done by various leaders. Discuss this view using one play.

Answer:

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

- i. Exploitation of Faith: Brother Jero manipulates his followers for personal gain. He declares, "I am a prophet by birth, and a prophet is always alone," masking his selfish ambitions with religious rhetoric.
- ii. Selfishness of Leadership: Jero's actions highlight the misuse of power for self-interest. For instance, he uses his position to acquire wealth rather than address his followers' spiritual needs.
- iii. Corruption and Greed: The play critiques leaders who prioritize personal benefits over societal progress. Jero says, "A prophet must live," justifying his exploitation of others.
- iv. Gullibility of Followers: The play also exposes how blind trust enables malpractice, as seen in the loyalty of Jero's followers despite his deceitful actions.

6. Are all traditional customs and values useful to people in the society? Give your views using two plays.

Answer:

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

- i. Useful: Traditions such as respect for elders foster social cohesion and stability. Baroka's authority is rooted in his age and experience, which command respect in the village.
- ii. Harmful: The practice of bride price perpetuates gender inequality. Lakunle's refusal to pay bride price reflects his view that it reduces women to property.

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

- i. Useful: Traditional rituals and communal living promote unity and cultural pride. Ato's family values their customs, saying, "Our ways are old, but they are ours."
- ii. Harmful: Strict adherence to traditions can hinder progress and cause conflicts, as seen in the tension between Eulalie and Ato's family.

7. Artists see the needs of people in the society because they see and hear about it in the societies. Defend this view using two novels/short stories.

Answer:

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

- i. The novel reflects the struggles of apartheid, portraying the systemic oppression faced by marginalized communities. The protagonist, Michael Adonis, experiences racial discrimination, symbolizing societal injustice.

From *The Old Man and the Medal* by Ferdinand Oyono:

- i. The novel critiques colonial exploitation and the hollow promises made to Africans. Meka's disillusionment with the medal symbolizes the betrayal of trust by colonial powers.

8. If you were to write a novel, which three themes would you like to deliver to your readers? Briefly explain why you would use these themes.

Answer:

- i. Poverty: To highlight economic disparities and inspire action for social justice.
- ii. Unity: To emphasize the importance of solidarity in addressing societal challenges.
- iii. Corruption: To critique unethical practices and encourage accountability in leadership.

9. How have the writers of any two novels used their programme managed to deliver the intended message to the readers?

Answer:

From *The Old Man and the Medal* by Ferdinand Oyono:

- i. The use of satire critiques colonial hypocrisy. For example, Meka's realization that the medal is meaningless symbolizes the emptiness of colonial promises.

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

- i. The vivid portrayal of Michael Adonis's life reflects the struggles of the oppressed, emphasizing the need for justice and equality.

10. Make a critical analysis of any two poems studied under this program in terms of content and form.

Answer:

From If We Must Die by Claude McKay:

- i. Content: The poem addresses themes of resistance, courage, and unity against oppression.
- ii. Form: It is a sonnet with 14 lines and a formal rhyme scheme, giving it structure and rhythm.

From Building the Nation by Henry Barlow:

- i. Content: The poem critiques corruption and social inequality.
- ii. Form: It uses free verse to reflect the disjointed reality of governance and society.

11. Use any two poems studied and show how the literary writers used different techniques to deliver their message to the readers.

Answer:

From If We Must Die by Claude McKay:

- i. Imagery: Vivid descriptions like "mad and hungry dogs" evoke the brutality of oppression.
- ii. Metaphor: Comparing resistance to a noble death delivers a powerful message of courage.

From Building the Nation by Henry Barlow:

- i. Irony: The Big Man's actions are contrasted with the narrator's struggles, highlighting societal inequalities.
- ii. Satire: The poem critiques the hypocrisy of leaders who claim to build the nation while serving their own interests.

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

An Abandoned Bundle

The morning mist
and chimney smoke
of White City Jabavu
flowed thick yellow
as pus oozing
from a gigantic sore.

It smothered our little houses
like fish caught in a net.

Scavenging dogs
dragged it,
torn and bloody,
a bundle of goods left
for a speeding train.

I threw a brick;
they howled,
fleeing the glare
of my wrathful eye of scarlet.
And I shivered,
cloaked in a strange loneliness,
in the familiar stench
of poverty,
my soul's unwashed windows.

"Oh Baby in the Manger
sleep well
on human dung."

Its mother
had melted away
into the rays of the rising sun,
her face glittering with innocence,
her heart pure as untrampled dew.

Questions:

(a) Briefly comment on the title of this poem.

The title "An Abandoned Bundle" highlights themes of neglect and societal decay. It metaphorically represents the baby abandoned in the poem and the societal disregard for vulnerable groups, such as the impoverished and helpless.

(b) What type of poem is this? Give reasons.

This is a narrative poem because it tells a story about a tragic event, using vivid imagery and description to explore societal issues like poverty and neglect.

(c) Comment on language use in this poem.

The language is rich in imagery and metaphors, such as "pus oozing from a gigantic sore," symbolizing societal decay. The poet also uses vivid and emotive language, like "scavenging dogs" and "human dung," to evoke feelings of disgust and pity.

(d) What is the tone of the poem?

The tone of the poem is somber and reflective, with a sense of despair over societal neglect and poverty. The poet's use of words like "strange loneliness" and "stench of poverty" conveys a deep sadness and hopelessness.

(e) Mention and briefly comment on the two possible themes in this poem.

- i. Poverty: The poem depicts the harsh realities of life in poor communities, where survival is a daily struggle, as illustrated by the abandoned baby and the "scavenging dogs."
- ii. Neglect and abandonment: The mother's act of leaving the baby symbolizes the failure of society to care for its vulnerable members, reflecting broader themes of societal neglect.

(f) What message do we get from this poem?

The poem conveys the message that poverty and neglect are deeply rooted societal issues that demand collective attention. It calls for empathy and action to address the struggles of marginalized communities.

(g) Briefly comment on the relevance of this poem to your society today.

The poem is relevant to modern society as it highlights issues of poverty, abandonment, and inequality, which are still prevalent. It reminds readers of the need for social reforms and compassion toward those living in destitution.