

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 12th November 2015

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. (a) Define the following literary terms:

- i. Satire: Satire is a literary technique that uses humor, irony, or ridicule to expose and criticize societal flaws, human follies, or political corruption.
- ii. Allusion: Allusion is a reference to a well-known person, event, place, or work of literature, used to add meaning or context.
- iii. Allegory: Allegory is a story, poem, or artwork that uses symbolic characters and events to convey a deeper moral, political, or spiritual meaning.
- iv. Conflict: Conflict is the struggle or problem that drives the plot of a story, often involving opposing forces or characters.
- v. Simile: Simile is a figure of speech that compares two different things using "like" or "as" to highlight similarities.

(b) Show how literature is a reflection of life by giving five points.

- i. Literature captures societal values and norms, providing insights into cultural practices and beliefs.
- ii. It addresses universal themes such as love, conflict, and morality that are integral to human life.
- iii. Literature mirrors historical events and societal challenges, offering perspectives on past and present issues.
- iv. Through characters and settings, literature portrays human experiences and emotions, making it relatable to readers.
- v. It critiques social, political, and economic systems, inspiring reflection and change in society.

2. (a) Briefly explain how the difference between a novel and a poem lies in their form, giving three points for each.

Novels:

- i. Novels are written in prose and follow a structured format with chapters and paragraphs.
- ii. They use detailed descriptions and narratives to develop characters and settings.
- iii. Novels often cover extensive storylines and multiple themes over a longer length.

Poems:

- i. Poems are written in verse and use a rhythmic structure or rhyme scheme.
- ii. They rely on imagery, metaphors, and other figurative language to convey emotions or ideas.
- iii. Poems are often shorter and more focused, delivering their message concisely.

(b) Why is it important to act plays in action?

- i. Acting brings the dialogue and characters to life, enhancing audience understanding of the story.
- ii. It adds emotional depth through expressions, tone, and gestures.
- iii. Visual performance allows viewers to connect with the setting and context.
- iv. Acting fosters engagement, making the themes and conflicts more relatable.
- v. It highlights the playwright's intention by showcasing character dynamics and plot progression.

(c) With examples briefly explain the following literary devices:

- i. Hyperbole: An exaggerated statement used for emphasis. Example: "I've told you a million times."
- ii. Metaphor: A direct comparison between two unrelated things. Example: "Time is a thief."

- iii. Irony: A situation or statement where the outcome is opposite to what is expected. Example: A fire station burns down.
- iv. Symbol: An object or action that represents a deeper meaning. Example: A dove symbolizes peace.
- v. Motif: A recurring element or theme in a literary work. Example: The recurring theme of darkness in Shakespeare's Macbeth.

3. (a) Briefly explain the following:

- i. Fiction: Fiction refers to imaginative literature created from the author's creativity, rather than factual events.
- ii. Non-fiction: Non-fiction is based on factual information, real events, and true stories.
- iii. Oral literature: Oral literature encompasses traditional stories, songs, and proverbs passed down through spoken word.

(b) Mention the basic genres of literature.

- i. Prose.
- ii. Poetry.
- iii. Drama.

(c) It is argued that the definition of the term literature is not complete unless it involves these elements: art, language, and society. Briefly support this view showing how these elements are part of literature.

- i. Art: Literature uses artistic techniques such as symbolism and imagery to engage readers and evoke emotions.
- ii. Language: The choice of words, style, and expression is central to conveying the author's message.
- iii. Society: Literature reflects societal values, challenges, and aspirations, making it a mirror of human life.

4. Relate the titles of the plays you have read with the ideas presented by playwrights in two plays you have read. Give four points from each play.

Answer:

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

- i. The title highlights Sidi, the "jewel," representing traditional beauty and cultural pride, and Lakunle, the "lion," representing modernity and change.
- ii. The lion (Baroka) symbolizes cunning and strength, ultimately overpowering the jewel (Sidi) in his pursuit of maintaining tradition.
- iii. The conflict between the lion and the jewel reflects the clash between traditional African values and Western influences.
- iv. The title captures the theme of power dynamics in relationships and societal values, as seen in Baroka's manipulation to win Sidi.

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

- i. The title reflects the challenges and schemes of Brother Jero, a manipulative preacher, as he exploits his followers' faith.
- ii. The word "trials" symbolizes the moral and ethical dilemmas faced by Jero as he balances deception with maintaining his image.
- iii. The title suggests a satirical view of religious leaders who prioritize personal gain over spiritual guidance.
- iv. It also critiques societal gullibility, as followers blindly trust Jero despite his questionable actions.

5. Explain how the conflicts found in the readings could have been resolved. Give four points from each play.

Answer:

From Dilemma of a Ghost by Ama Ata Aidoo:

- i. Open communication between Ato and Eulalie could have resolved misunderstandings about cultural expectations.
- ii. Ato's family could have been more accepting of Eulalie's differences, fostering unity.
- iii. Eulalie could have made an effort to learn and appreciate Ato's culture, bridging the gap between them.
- iv. Education about cultural diversity and respect for each other's traditions could have helped resolve tensions.

From The Lion and the Jewel by Wole Soyinka:

- i. Lakunle's willingness to respect traditional practices, like the bride price, could have eased conflicts with Sidi.
- ii. Baroka's transparency in his intentions toward Sidi could have reduced manipulation and tension.
- iii. A mutual understanding between traditional and modern values might have bridged the gap between Baroka and Lakunle.
- iv. Educating the village on balancing modernity and tradition could have reduced generational and cultural clashes.

6. Verify how betrayal in a social setting hinders change in society using two plays studied and give four points from each play to support your answer.

Answer:

From The Lion and the Jewel by Wole Soyinka:

- i. Baroka betrays the trust of his people by using manipulation to maintain power, hindering progress.
- ii. Lakunle's disregard for cultural values isolates him, preventing unity and societal change.
- iii. Sidi's trust in Baroka leads to her disillusionment, symbolizing how betrayal weakens societal cohesion.
- iv. The betrayal of trust between characters reflects the broader societal struggle to embrace change.

From The Trials of Brother Jero by Wole Soyinka:

- i. Jero's betrayal of his followers' faith undermines the credibility of religious institutions.
- ii. His selfish actions divert attention from genuine societal issues, hindering progress.
- iii. The disillusionment of followers leads to apathy, preventing collective action for change.
- iv. The play highlights how betrayal by leaders fosters mistrust and stagnation in society.

7. Most African writers write on a major theme involving change in society. Choose two readings you have read to support this statement using four points from each reading.

Answer:

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

- i. The story addresses the theme of racial discrimination under apartheid, advocating for social justice.
- ii. It highlights the economic struggles of marginalized communities, calling for equality.
- iii. The protagonist's actions reflect the frustration and desire for change among oppressed individuals.
- iv. The story critiques the legal system and social structures that perpetuate inequality.

From *Girls at War* by Chinua Achebe:

- i. The story explores the impact of war on ordinary people, advocating for peace and reconciliation.
- ii. It critiques corruption and the misuse of power during conflict.
- iii. The characters reflect the resilience and adaptability needed for societal change.
- iv. The story emphasizes unity and cooperation as tools for rebuilding society.

8. Discuss four common themes found in two readings of your choice by giving four points from each reading.

Answer:

From *Houseboy* by Ferdinand Oyono:

- i. Exploitation: Toundi's experiences highlight the exploitation of Africans under colonial rule.
- ii. Racism: The novel critiques the racial hierarchy imposed by colonizers.
- iii. Identity: Toundi struggles with his sense of identity in a colonized society.
- iv. Betrayal: Toundi is betrayed by those he trusted, reflecting the complexities of colonial relationships.

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

- i. Hypocrisy: The novel exposes the insincerity of colonial rewards and recognition.
- ii. Disillusionment: Meka's experiences highlight the false promises of colonialism.
- iii. Resistance: The story advocates for questioning authority and seeking justice.
- iv. Cultural pride: Meka's reflections emphasize the importance of valuing African heritage.

9. Show how social reality is reflected in two poems you have studied under this section.

Answer:

From *If We Must Die* by Claude McKay:

- i. The poem reflects the reality of oppression and the fight for justice, relevant to marginalized communities.
- ii. It highlights the importance of unity and courage in resisting tyranny.
- iii. The imagery of “mad and hungry dogs” symbolizes societal injustices and violence.
- iv. The call for noble resistance reflects the universal struggle for freedom and dignity.

From *Building the Nation* by Henry Barlow:

- i. The poem critiques corruption and selfish leadership in modern society.
- ii. It highlights the disparity between the elite and the common people.
- iii. The theme of accountability resonates with calls for better governance.
- iv. The poem emphasizes the need for ethical leadership to build a fair society.

10. Poets like any other literary writer, write when they have a message to deliver to the society. Choose one poem you have studied and explain the intended message to the audience using four points.

Answer:

From *If We Must Die* by Claude McKay:

- i. The poem delivers a message of resistance against oppression, encouraging bravery in adversity.
- ii. It emphasizes the importance of unity and solidarity in achieving justice.
- iii. The poem advocates for dignity and honor, even in the face of death.
- iv. It inspires hope and resilience, urging individuals to fight for their rights and freedom.

11. Show how social reality is reflected in two poems you have studied under this section. Use four points from each poem.

Answer:

From *Building the Nation* by Henry Barlow:

- i. The poem critiques the greed and corruption of leaders who prioritize personal gain over societal development. This is reflected in the lines, "As the Big Man ate, his left hand buried deep in rice," symbolizing selfish leadership.
- ii. It highlights the inequality between leaders and the common people. While the leader feasts, the narrator eats plain food, portraying the socio-economic disparity.
- iii. The poem exposes the lack of genuine effort toward nation-building, as leaders make empty promises and neglect their duties.

iv. It reflects the frustrations of the common people with the leadership's failure to address their needs, encapsulated in the narrator's resigned tone and disappointment.

From *If We Must Die* by Claude McKay:

- i. The poem reflects the oppression faced by marginalized communities, symbolized by the "mad and hungry dogs" that mock and persecute.
- ii. It addresses the struggle for justice and dignity, urging the oppressed to fight back with bravery: "Oh Kinsmen! We must meet the common foe."
- iii. The poem portrays the harsh reality of societal violence, showing how the oppressed are often "pressed to the wall" but must resist with courage.
- iv. It emphasizes the importance of unity and solidarity in resisting injustice, a call for collective action to address societal challenges.

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

EAT MORE FRUIT By Joe Corrie

Eat more fruit! The slogan says, 'More fish, more meat, more bread!'
But I'm on Unemployment pay My third week now, and wed.
And I wonder what I'll eat the slogan when I pass,
The only one that would be sure Would be the bloody grass!

Questions:

(a) What is the poem about?

The poem is about the struggles of unemployment and poverty, highlighting the disconnect between the idealistic slogans promoting healthy living and the harsh realities faced by those who cannot afford basic necessities.

(b) What are the possible themes found in the poem?

- i. Poverty: The speaker struggles to afford food while slogans encourage luxury.
- ii. Unemployment: The speaker's "third week now, and wed" reflects the challenges of being out of work.
- iii. Irony of slogans: The slogans promoting well-being mock the speaker's inability to meet basic needs.
- iv. Social inequality: The poem critiques the disparity between societal expectations and the lives of the poor.

(c) How many stanzas are in this poem?

The poem has two stanzas.

(d) What type of poem is this?

This is a satirical poem as it uses irony and humor to critique societal issues like poverty and unemployment.

(e) Identify what figure of speech has been used in the poem.

i. Irony: The slogans, which are supposed to promote health, become meaningless to the speaker who cannot afford food.

ii. Hyperbole: "The only one that would be sure would be the bloody grass" exaggerates the desperation of poverty.

(f) What is the tone of the poem? Give reasons for your answer.

The tone of the poem is sarcastic and critical. This is evident in the speaker's mockery of the slogans that fail to address his reality: "Eat more fruit! The slogan says... The only one that would be sure would be the bloody grass!"

(g) Why can the persona not afford a balanced diet?

The persona cannot afford a balanced diet because they are unemployed and living on limited financial resources, as indicated by "I'm on Unemployment pay."

(h) Comment on the rhyming pattern of the poem.

The poem uses an irregular rhyme scheme, reflecting the disjointed and challenging nature of the speaker's life.