

**THE UNITED REPUBLIC OF TANZANIA**  
**NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**  
**CERTIFICATE OF SECONDARY EDUCATION EXAMINATION**

**024**

**LITERATURE**

(For Both School and Private Candidates)

**Duration: 3 Hours**

**SOLUTIONS**

**Year: 2025**

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**Instructions**

1. This paper consists of sections A, B and C with a total of **eleven (11)** questions.
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 **fifty four (54)** marks and section C **thirty (30)** marks.
4. All writing must be in **blue** or **black** pen.
5. All answers must be written in the answer booklet(s) provided.
6. Communication devices and any unauthorised materials are **not** allowed in the examination room.
7. Write your **Examination Number** on every page of your answer booklet(s)

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1. For each of the items (i) - (x) choose the correct answer from the given alternatives and write its letter beside the corresponding item number in the answer booklet provided.

(i) Which word denotes a cultural or religious custom that does not allow people to do, use or talk about certain things?

- A Litotes
- B Barbarism
- C Taboo
- D Enjambment
- E Euphemism

**Answer: C Taboo**

**Reason:** A taboo is a social or religious custom that forbids certain actions, discussions, or uses of objects, which directly matches the description.

(ii) When composing a story the following should be considered except;

- A Setting
- B Characters
- C Point of view
- D Stage direction
- E Simple plot

**Answer: D Stage direction**

**Reason:** Stage directions are specific to drama or plays, not general story composition. Stories require setting, characters, point of view, and plot.

(iii) Identify the stage of plot development where conflicts in the work of art come to their logical conclusion.

- A Climax
- B Denouement

C Falling action

D Exposition

E Crisis

**Answer: B Denouement**

**Reason:** Denouement is the stage where conflicts are resolved and the story reaches closure, concluding the plot logically.

(iv) Which literary device does the expression "Nothing that is not theirs" represent?

A Litotes

B Hyperbole

C Metaphor

D Synecdoche

E Antithesis

**Answer: A Litotes**

**Reason:** Litotes is a figure of speech that uses understatement, often by negating the opposite, which "Nothing that is not theirs" exemplifies.

(v) In what category of drama does the play *The Trials of Brother Jero* by Wole Soyinka fall?

A Tragedy

B Tragedy-comedy

C Comedy

D Melo-drama

E Historical drama

**Answer: C Comedy**

**Reason:** The play is a comedy because it satirizes human behavior, using humor and exaggeration to entertain while conveying moral lessons.

(vi) Which one among the following does not reflect the significance of reading literary works?

- A It is part of refreshment.
- B It is the best word builder of language mastery.
- C It is a source of income.
- D It helps one learn about the society.
- E It improves the thinking capacity of a person.

**Answer: C It is a source of income**

**Reason:** Reading literary works primarily develops knowledge, thinking, and language skills, not directly providing income.

(vii) Which one of the following is not characteristic of poetry?

- A The speaker in a poem is the persona.
- B Poetry employs language economy.
- C In poetry lines and verses are grouped to form stanzas.
- D Poetry consists of musical features.
- E It involves capitalisation at the beginning of each line.

**Answer: E It involves capitalisation at the beginning of each line**

**Reason:** Capitalization at the start of each line is a formatting choice, not an inherent characteristic of poetry.

(viii) How can flash-forward be correctly defined?

- A It is the arrangement of incidents in a hierarchical order from the beginning to the end.
- B It is the arrangement of incidents in which the first incident in the story becomes the last and the last becomes the first.
- C It is the arrangement in which incidents occur in a sequence.
- D It is the arrangement in which a signal of what will happen next is shown at the

beginning of the story.

E It is a sudden jump of unnecessary incidents in the story.

**Answer: D It is the arrangement in which a signal of what will happen next is shown at the beginning of the story**

**Reason:** Flash-forward introduces future events ahead of their chronological order, giving readers or audience a hint of what will happen.

(ix) The following are the functions of stage directions in a play except;

A Expressing the mood of a character in the play.

B Revealing the setting of the play.

C Describing the scene of the events in the play.

D Guiding characters on what to do at each scene of a play.

E Revealing what will happen at the end of a play.

**Answer: E Revealing what will happen at the end of a play**

**Reason:** Stage directions guide actors and describe settings or mood; they do not predict future events in the plot.

(x) Why is a rhetorical question used in literature?

A Testing whether someone understands

B Communicating artistically the fact that the answer is obvious

C Showing that some characters are not serious in listening to others

D Seeking clarification

E Communicating the arrogance of the speaker

**Answer: B Communicating artistically the fact that the answer is obvious**

**Reason:** A rhetorical question is asked for effect or emphasis, where the answer is evident or implied, not to obtain an actual response.

Got it. Here's the corrected format for Question 2 with the tables as you requested.

2. Match the descriptions of oral literature forms in List A with the corresponding literary terms in List B by writing the letter of the correct response beside the corresponding item number in the answer booklet provided.

<b>List A</b>	<b>List B</b>
(i) The mysteries in which the challengers pose a question and the respondents provide solutions.	A Legends
(ii) Short expressions that advise or emphasize a particular code of conduct in societies.	B Proverbs
(iii) Stories that talk about how different things originated such as why animals live the way they do.	C Folktales
(iv) Some stories that are true and sometimes there are indicators which show the way things happen as they are narrated.	D Chants
(v) Stories that end with an explanation of why things happen the way they do.	E Myths
(vi) Prayer songs that are sung for religious purposes.	F Riddles
	G Saying
	F Fables

### Answers

<b>(i)</b>	<b>(ii)</b>	<b>(iii)</b>	<b>(iv)</b>	<b>(v)</b>	<b>(vi)</b>
F	B	E	A	H	D

3. When composing a poem there are some rules that are unique. Justify this quotation based on the given rules in (a) - (f).

(a) Poetry uses language economically.

Poetry often conveys deep meaning with fewer words. Poets select precise words to create images and emotions, avoiding unnecessary repetition, which makes the language economical yet expressive.

(b) The classification of poems into modern and traditional poems does not depend on time.

Poems are classified based on style, structure, and form rather than the period in which they were written. Traditional poems may follow strict patterns and rhyme, while modern poems often use free verse and experimental structures.

(c) Poets are allowed to violate grammatical rules when composing poems.

Poets may intentionally break grammar rules, such as sentence structure or punctuation, to enhance rhythm, create emphasis, or convey artistic meaning, making the poem more impactful or unique.

(d) The basic unit of a poem is a line.

Lines are the smallest structural units in a poem, forming stanzas and organizing rhythm, sound, and meaning. Each line carries meaning and contributes to the poem's overall structure.

(e) In closed verse poems a refrain plays an important role.

A refrain, or repeated line or phrase, creates musicality, emphasizes key ideas, and helps unify the poem's message. It reinforces themes and engages the reader or listener through repetition.

(f) The tone of a poet may affect the mood of a reader.

The poet's attitude or tone, whether joyful, somber, or angry, influences how the reader feels. The emotional effect helps the reader connect with the poem's message and atmosphere.

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

Africa my Africa

Africa of proud warriors in ancestral savannah

Africa of whom my grandmother sings

On the bank of the distant river

I have never known you

But your blood flows in my veins

Your beautiful black blood that irrigate the fields

The blood of your sweat

The sweat of your work

The work of your slavery

The slavery of your children

Africa tell me Africa

Is this your back that is bent?

This black that breaks under the weight of humiliation

This black trembling with red scars

And saying yes to die whip under the midday sun

But a grave voice answers me

Impetuous son that tree young and strong

That tree there

In splendid loneliness amidst whit and faded flowers  
That is Africa your Africa  
That grows again patiently obstinately  
And its fruits gradually acquire  
The bitter test of liberty

(a) What is the poem about?

The poem reflects Africa's history, struggles, and resilience. It portrays the pain and suffering caused by slavery and colonization, while also celebrating Africa's enduring spirit and eventual liberation. The poet expresses personal connection through ancestry and shared heritage.

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

This is a **lyric poem** because it expresses the poet's personal emotions, reflections, and admiration for Africa rather than narrating a detailed story. It focuses on feelings, imagery, and the emotional response of the speaker.

(c) With examples briefly explain two literary devices used in the poem.

**Imagery:** The poem uses vivid images such as "This black trembling with red scars" to evoke visual understanding of Africa's suffering.

**Metaphor:** The line "That tree there" represents Africa as a strong, growing entity, symbolizing resilience and hope.

(d) What message do you get from this poem?

The poem communicates that Africa has endured suffering but remains strong and resilient. It emphasizes the importance of remembering history, recognizing struggles, and celebrating cultural identity and perseverance.

(e) Identify two possible themes from the poem.

**Theme 1:** Resilience and strength of Africa through historical oppression.

**Theme 2:** The connection between heritage, identity, and personal belonging.

(f) Briefly explain the relevance of the poem to society.

The poem encourages society to remember its history, honor ancestral struggles, and appreciate cultural identity. It teaches lessons about resilience, collective memory, and the importance of striving for freedom and justice.

5. Define and state the use of each of the following literary devices:

(a) Symbolism

Definition: Symbolism is the use of objects, characters, or events to represent ideas, qualities, or abstract concepts beyond their literal meaning.

Use: It is used to convey deeper meanings, evoke emotions, and add layers of interpretation to a literary work, allowing readers to connect with the text symbolically.

(b) Imagery

Definition: Imagery is the use of descriptive language that appeals to the senses, creating vivid mental pictures for the reader.

Use: Imagery enhances the reader's experience by making scenes more realistic, evoking emotions, and helping them visualize actions, settings, or feelings in the text.

(c) Personification

Definition: Personification is giving human qualities or actions to non-human objects, animals, or ideas.

Use: It helps create vivid descriptions, adds emotional depth, and allows readers to relate more closely to abstract concepts or inanimate objects in literature.

(d) Alliteration

Definition: Alliteration is the repetition of the same initial consonant sounds in closely connected words.

Use: It emphasizes certain words, creates rhythm and musicality, and makes phrases more memorable or pleasing to the ear.

(e) Sarcasm

Definition: Sarcasm is the use of irony or cutting remarks to mock or convey contempt, often implying the opposite of what is literally said.

Use: It is used to criticize, ridicule, or express disapproval in a humorous or sharp manner, adding a critical tone to literature.

(f) Hyperbole

Definition: Hyperbole is the deliberate exaggeration of facts or ideas for emphasis or effect.

Use: It is used to create strong impressions, emphasize a point, and evoke emotions such as humor, shock, or awe in the audience.

6. Briefly differentiate the following oral literature terms:

(a) Dirges and Chants

Dirges are solemn songs or poems expressing grief, often performed during funerals to mourn the deceased.

Chants are rhythmic and repetitive vocal expressions used for religious or ceremonial purposes, not necessarily related to mourning.

### (b) Riddles and Idioms

Riddles are puzzles or questions designed to test the intellect or cleverness of the listener.

Idioms are fixed expressions whose meanings are figurative and culturally understood, often conveying moral or social lessons.

### (c) Jokes and Anecdotes

Jokes are short, humorous stories or remarks meant to entertain and provoke laughter.

Anecdotes are brief narratives about real incidents or personal experiences, often illustrating a moral or point.

### (d) Lullaby and Legends

Lullabies are gentle songs sung to soothe or put children to sleep.

Legends are traditional stories about historical or mythical figures, often based on real events, passed down through generations.

### (e) Tongue twisters and Epics

Tongue twisters are sequences of words designed to be difficult to pronounce, often for entertainment or speech practice.

Epics are long narrative poems recounting heroic deeds or significant historical events, often involving cultural or national identity.

### (f) Myth and Folktales

Myths are traditional stories explaining natural phenomena, origins of the world, or cultural beliefs, often involving gods or supernatural beings.

Folktales are imaginative stories told for entertainment or moral lessons, often involving ordinary people or animals, passed down orally.

7. Each of the situations in (a) – (f) can be addressed by using an appropriate genre of oral literature. Identify the genres and state how effective they are in addressing the respective situations.

(a) Explaining the reason why snakes have no legs while millipedes have too many legs.

Genre: Myth or folktale.

Effectiveness: Myths effectively provide imaginative explanations for natural phenomena, making learning memorable and culturally meaningful for audiences.

(b) A new learner of a language wants to improve his/her fluency in pronunciation.

Genre: Tongue twisters.

Effectiveness: Tongue twisters improve articulation and fluency by challenging the learner to pronounce difficult sequences of words correctly.

(c) Helping a person who fails to concentrate on reading verses from religious books.

Genre: Chants.

Effectiveness: Chants are rhythmic and repetitive, which helps the person focus and memorize texts, especially for recitation or ritual purposes.

(d) Consoling the sorrowful and lamenting bereaved.

Genre: Dirges.

Effectiveness: Dirges provide emotional relief by expressing grief collectively, offering comfort and allowing the bereaved to mourn socially.

(e) Calming down a tired, angry, and uncomfortable baby whose mother needs a break.

Genre: Lullaby.

Effectiveness: Lullabies soothe the baby with gentle rhythm and melody, calming them and helping caregivers manage daily routines.

(f) Someone wants to identify a clever child who knows many society-related things.

Genre: Riddles.

Effectiveness: Riddles test intelligence, wit, and cultural knowledge, revealing the cleverness and understanding of societal norms in children.

8. Why novels, plays, poems, and short stories are categorized as fiction? Briefly explain by giving six points.

- i. They contain imaginary or invented events rather than only factual accounts.
- ii. Characters are often created by the author and may not exist in real life.
- iii. The plots are constructed to entertain, teach lessons, or convey messages, not to report actual events.
- iv. Authors have creative freedom in presenting dialogues, settings, and sequences of events.
- v. These literary works often include symbolism, imagery, and other devices that enhance imagination.
- vi. They aim to evoke emotions, stimulate thought, or impart moral or social lessons, rather than provide factual reporting.

9. By making reference to two novels you have read in this course explain the causes for the conflicts in a society by providing three points from each novel.

**Novel 1: *The Trials of Brother Jero***

One major cause of conflict in *The Trials of Brother Jero* is religious hypocrisy, where Brother Jero misuses his role as a prophet to exploit his followers for personal gain rather than genuinely guiding them in faith. His deception creates tension and struggle within the community as people begin to question their beliefs and motivations.

A second cause of conflict in the play is the pursuit of social status, which drives characters to seek validation and power through religious promises, leading to misunderstandings and disputes among believers. This struggle for status increases social friction and diminishes genuine community cohesion.

The third cause of conflict involves personal relationships and betrayal, such as the tension between Jero and his follower Chume once Chume realizes he has been manipulated. This conflict highlights how exploitation and dishonesty in personal interactions reflect broader societal breakdowns.

**Novel 2: *A Walk in the Night and Other Stories***

A central cause of conflict in *A Walk in the Night* is racial injustice under apartheid, where the protagonist faces discrimination and marginalization because of systemic racism. This unjust social system denies basic rights and dignity, fueling tension and conflict in society.

Another cause is economic inequality and poverty, which push individuals toward desperation and crime as they struggle to survive, further destabilizing social order. Characters confront socioeconomic barriers that create ongoing disputes and unrest.

A third cause of conflict in the story is social fragmentation, where individuals' responses to oppression vary some resist, others resign leading to disconnection and clashes within the community as people struggle to find unity in the face of adversity.

10. Society is full of challenges that need solutions. By using two plays you have read in this course suggest solutions to the problems that face the society. Give three points from each play.

**Play 1: *The Trials of Brother Jero***

One solution suggested by the play is the need for genuine spiritual leadership. When leaders act with integrity and sincerity, people are less likely to fall victim to exploitation and blind faith, improving trust and cohesion in society.

A second solution is education and critical thinking, which would empower individuals to question false promises and resist manipulation. This reduces the space for charlatans to take advantage of vulnerable people and builds a more informed community.

The third solution involves strengthening social accountability, where leaders and religious figures are held responsible for their actions, discouraging exploitation and fostering fairness. If leadership is transparent and answerable to the community, conflicts rooted in deceit can be reduced.

**Play 2: *The Lion and the Jewel***

A key solution from *The Lion and the Jewel* is promoting mutual respect between tradition and modernity. When communities balance respect for cultural heritage with openness to new ideas, societal tension between generations and worldviews can be eased.

Another solution is the empowerment of women and fair social roles. The play highlights the importance of recognizing women's voices and contributions equally, encouraging respect and reducing gender-based conflicts.

Finally, the use of humor and satire to challenge rigid social norms can prompt reflection and gradual change. When society can laugh at itself and question outdated customs, it becomes easier to adapt and resolve social tensions.

11. By using the poems *Building the Nation* by Henry Barlow and *Your Pain* by Armando Guebuza justify the truth that the presence of classes in society has been portrayed as one of the major causes of oppression, exploitation and humiliation. Give three points from each poem.

**Poem: *Building the Nation***

First, the poem depicts clear class differences through the narrator and the Permanent Secretary, showing that the powerful elite indulge in feasting and luxury while the ordinary worker goes hungry, symbolizing societal inequality.

Second, it highlights exploitation by contrasting how the elite misuse national resources for personal comfort, while the lower class suffers in silence, indicating that those in power benefit at the expense of the masses.

Third, the poem's ironic tone underscores humiliation felt by the working class, as they are expected to contribute to nation building yet receive little acknowledgment or reward, reinforcing the oppression inherent in class structures.

**Poem: *Your Pain***

One point in *Your Pain* is that the repeated focus on collective suffering emphasizes how the oppressed class endures exploitation and hardship, as "your pain" becomes a symbol of shared struggle under oppressive systems.

Secondly, the poem suggests that the pain of the oppressed will “suffocate oppression,” implying that sustained hardship under class inequality fuels resistance and awareness of injustice.

Third, the imagery of scars and struggle illustrates humiliation experienced by the marginalized group, indicating that systemic injustice has physical and emotional consequences for those in the lower strata of society.