

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

024

LITERATURE IN ENGLISH  
(For Both School and Private Candidates)

Time: 2:30 Hours

Thursday 12<sup>th</sup> November 2015 p.m.

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**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. Each question carries 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).

**SECTION A (40 Marks)**

**THEORIES OF LITERATURE**

Answer **two (2)** questions from this section.

1. (a) Define the following literary terms:
  - (i) Satire
  - (ii) Allusion
  - (iii) Alliteration
  - (iv) Conflict
  - (v) Simile
- (b) Show how literature is a reflection of life by giving five points.
2. (a) Briefly explain how the difference between a novel and a poem lies in their form giving three points for each.
- (b) Why is it important to put plays in action?
- (c) With examples briefly explain the following literary devices:
  - (i) Hyperbole
  - (ii) Irony
  - (iii) Litotes
  - (iv) Metaphor
  - (v) Contrast
3. (a) Briefly explain the following:
  - (i) Oral literature.
  - (ii) Written literature.
- (b) Mention the three basic genres of literature.
- (c) It is argued that, the definition of the term literature is not complete unless it involves three elements namely art, language and society. Briefly support this view showing how these elements are part of literature.

**SECTION B (20 Marks)**

**PLAYS**

Answer **one (1)** question from this section.

**TEXTS:**

<b>The Lion and the Jewel</b>	-	Wole Soyinka
<b>The Trials of Brother Jero</b>	-	Wole Soyinka
<b>The Swamp Dwellers</b>	-	Wole Soyinka
<b>Kinjeketile</b>	-	Ibrahim Hussein
<b>Dilemma of a Ghost</b>	-	Ama Ata Aidoo
<b>The Barbed Wire</b>	-	M. Ruyendo
<b>Dedan Kimathi</b>	-	Kenneth Watene
<b>The Government Inspector</b>	-	N. Gogol

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.
5. With references to two plays you have read, show how the conflicts found in the readings could have been resolved. Give four points from each play.
6. Verify how playwrights have shown that betrayal is an evil which hinders change in society using two plays studied under this section. Give four points from each play to support your answer.

**SECTION C (20 Marks)**

**NOVELS AND SHORT STORIES**

Answer **one (1)** question from this section.

**TEXTS:**

<b>Tales of Amadou Koumba</b>	-	David Diop
<b>Quartet</b>	-	Richard Rive
<b>A Walk in the Night and Other Stories</b>	-	Alex La Guma
<b>Houseboy</b>	-	Ferdinand Oyono
<b>The Old man and The Medal</b>	-	Ferdinand Oyono
<b>The Concubine</b>	-	Elechi Amadi
<b>Sundiata: An Epic of Old Mali</b>	-	Djibril Tamsir Niane
<b>Secret Lives</b>	-	Ngugi Wa Thiong'o
<b>The Three Solid Stones</b>	-	Martha Mvungi
<b>Girls at War</b>	-	Chinua Achebe
<b>Uncle Tom's Children</b>	-	Richard Wright

7. Most African writers write on a major themes/issues taking place in society. Choose two readings you have read to support the statement giving four points from each reading.
8. Choose two readings from those read under this section and write what you like most. Give four points from each reading.
9. Discuss four common themes found in two readings of your choice by giving four points from each reading.

**SECTION D (20 Marks)**

**POETRY**

Answer **one (1)** question from this section.

**TEXT: Selected poems — Tanzania Institute of Education**

10. Poets like any other literary writers, write when they have a message to deliver to the society. Choose any two poems you have studied and explain the intended message to the audience giving four points from each poem.
11. Show how social reality is reflected in two poems you have studied under this section.
12. Read the following poem and then answer the questions that follow:

**EAT MORE** By Joe Corrie

Eat more fruit! The slogan say, 'More fish, more beef, more bread!'  
But I'm on Unemployment more pay  
My third year now, and wed.

And so I wonder when I'll see the slogan when I pass,  
The only one that would suit me  
'Eat more Bloody Grass!'

**Questions**

- (a) What is the poem about?
- (b) What are the possible themes found in the poem?
- (c) How many stanzas are in this poem.
- (d) What figure of speech has been used in this poem?

- (e) What is the tone of the poem? Give reasons for your answer.
- (f) Why can the persona not afford a balanced diet?
- (g) Comment on the rhyming pattern of the poem.
- (h) Comment on the language used in the poem.