



ROBERT MUGABE SCHOOL OF HERITAGE AND EDUCATION

DEPARTMENT OF LANGUAGES, MEDIA AND COMMUNICATION

B.ED (SECONDARY) IN-SERVICE DEGREE

LEVEL 1: SEMESTER 2

EXAMINATION QUESTION PAPER

MODULE CODE: CSHS123

MODULE NARRATION: KUTURIKIRA

GORE 2025

UREFU HWEBVUNZO: 3 HOURS

PAPER 3

RAIRO:

1. Sarudza mubvunzo umwe kubva muChikamu A uye miviri kubva muChikamu B.
2. Mubvunzo umwe noumwe une zvibodzwa 25.

CHIKAMU A

1a. Turikira ndima inotevera kuisa kuChiShona ugoratidza kuti wazvifambisa sei kuita nhurikirwa yako.

Poetry and songs are an integral component in the understanding of African culture. Poetry and song exposes and bares the ways of living, history, thought systems, worldview and even aspirations of the African people. This module aims to expose students to the appreciation and critical analysis of African poetry and songs. The intention is to equip them with the skills commensurate with the appreciation of cultural values, aspirations and hopes of the African People. Poetry and songs are to be viewed as an avenue of communication by artists in their efforts to contribute to the socio-political and economic development of their societies. In this module songs and poems from the precolonial, colonial and post-colonial era are to be analysed. Focusing on themes, articulation and the informing societal environment. The analysis will be done within the ambits of the role of the artist in the African community/society. In this regard African critical thinkers will be deployed such as Chinweizu, Ngugi waThiongo, Chinua Achebe, Okot p'Bitek, Molefe Asante, Marimba Ani, Mogobe Ramose among others (The Afrocentric perspective). The knowledge of the history of Zimbabwe is imperative in the critical analysis of the songs and poems as the history guides in the appreciation of the poems and songs. Poetry can be recited, sung or written which justifies the study of songs together with poetry. The borrowings from western literary practices will also be analysed in the context of thematic framing, social vision and creative aspects especially in written poetry and post-colonial songs. This aids in the appreciation of the communion of African cultures with other cultures of the world.

1.1 AIMS

This module is designed to take you through a critical study of African poetry from a detailed thematic and stylistic perspective. Culture and history are important aspects to the development of any society. The understanding of this module will provide the student with adequate knowledge of poetry and songs in Zimbabwe. Therefore, the module is meant to:

- Acquaint the student with the general background of oral and written African poetry including its historical development and the concept of African aesthetics.
- Draw attention to certain issues in African poetry such as the relationship between African poetry and colonialism, liberation struggles, shortcomings of African independence.
- Rekindle interest in some new issues in African poetry such as feminism, gender, HIV and AIDS, homosexuality, exile poetry and protest poetry
- Provide deep knowledge of the themes and style in poetry and songs of some selected contemporary Zimbabwean poets.
- Define the role of the African artist in the society
- Compare poetry and songs of different artists at thematic level.

KANA

1b. Turikira gwaro rinotevera kuisa kuChirungu ugojekesa kuti zvibaingaidzo zvawasangan nazvo wazvigazirisa sei?

CHITAMBO 1

DARIRO I

Ndakaiteyi akatsiga mugomo mutema une mvura. Ari kubva kutsime, ari ega zvake akapfeka nhumbi dzisina kunaka semwana ari mumba yenhamo. Ari kufamba achitaura zvake ega.

Ndakaiteyi: (*Achitaura oga mupfungwa dzake*) Chikoneso chii? Hapana apa ndakanyora hana yakadzikama ini. Handina kana zvangu kumbovhunduka semunhu aiva akagadzirira bvunzo dzacho. Ndakapasa chete ndinozviziva. Hazvikoni, nokudzidzisa kwaiita baba vechikukumira vaye VaChamunoda, ndakapasa chete. Inga chero iro bhaibheri rinoti zvaunokumbira unopihwa naMwari wako uye ticha vaigaroti chamunoda ndinokupai taida kupasa isu...uye harainyura ndisina kuzviyeuchidza kuti ndaidei muhupenyu. Zvino ini nderipi zuva raipfura ndisina kukumbira kuti ndibudirire? Saka ndaizokoneswa nei kupasa, ah hapana, chingava chii? Asi kana zvatova nechibhoyi kani, chero chibhoyi chacho apa chinogona kubondera masikati machena. Asika chirungu chaigozha, *but* ndakanyoraka ini. Kubvira giredhi hwani ndiyani aiti shwee nyangwene pano? Hapana, zvino zvozondiomera nhasi- aah nokuti kwaueyi, idenga rawa here? Vakafa vanomuka! Ini ndinopasa chete (*anocheuka anzwa ruzha rwaasina kunzwisisa*) Zvokuti vakomana havagarwe matunduru nemusikana kwandiri chaive chisiitwe kutakura ambuya kumusana. Vakomana vose waitondizeza temu yoga yoga. Ndinodavira *Maths* ndine 1, *English* 2, Shona 1 uye *General paper* 1. Iii ndikangodarika mayunitsi mashanu kana rinopisa handidye. Dai Mwari vandikomboreravo chokwadi, handiti ini ndikapasa ndikabudirirawo mhuri yedu inenge yapindukawo. Ndikangoita rombo rakanaka rokubudirira chete ndinoda kuti baba vandiendese kumishoni ine vasikana chete. Handizivi kuti ndingazovaitirei chokwadi?

VaZvisineyi: (*Vanodaidzira vakamira pachivanze vakabata muchiuno mavo. Zambiya ravo nderebato ravo rematongerwo ezvenyika asi dhuku nderekereke yeSande Katorike*).

Ndaka-a Ndakawo, Ndakaiteyi!... Ko haadaire seyi?

CHIKAMU B

2. Tsanangura zvinoreva mazwi aya mukuturikira;
 - a) kurasikirwa
 - b) Pundutso
 - c) Kusaturikika kwetsika nemagariro
 - d) kusaturikira kwemutauro
 - c) Muenzaniswa
3. Tsanangura nzira mbiri dzekuturikira nadzo ugoratidza kuti dzinobatsira sei mubasa iri?
- 4) Donongodza kukosha kwemhando dzemuenzaniswa mukuita basa rekuturikira.
5. Ndezvipi zviga zvinoburitsa muturikiri nemududziri wemandorokwati.

APA NDIPO PAPERERA BVUNZO