**MARKING GUIDE LIT P310/3 NOVELS 2018**

1. Discuss the effectiveness of any three of the major narrative techniques used in

the novel, persuasion.

* The candidate should choose any three narrative techniques and discuss them with regard to:
* Plot development
* Thematic development
* Character development
* Mood
* Authorisation
* Author’s intention
* Some major techniques in the novel include:
* Dialogue
* Irony
* Contrast
* Description
* Characterisation
* Rhetorical questions
* Symbolism
* Setting
* Etc

MARK AS A WHOLE OUT OF 33 MARKS

1. Discuss the themes of pride and prejudice in the novel, persuasion.

* Candidates should bring out the details of pride and prejudice closely referring to the novel.

MARK OUT OF 33 MARKS

1. Examine the effectiveness of symbolism in the novel, under the Green wood

tree.

* The candidates should identify different symbols in terms of objects, characters, settings or places situations and events and explain how they contribute to the development of the novel with regard to:
* Plot
* Themes
* Characters
* Mood
* Lessons
* Author’s intention etc.

MARK OUT OF 33 MARKS

1. Discuss the themes of change and social classification in the novel, under the

green wood tree.

* The candidates should bring out details of the above two themes in two parts in an essay i.e. the themes should not be mixed and close reference to the novel is important.

MARK AS A WHOLE OUT OF 33 MARKS

1. Discuss the use of coincidence in the novel, Oliver Twist.

Approach:

The candidate should show understanding of coincidence, get examples of coincidence from the novel and explain them with regard to plot, themes, characters, mood, lessons and author’s intention.

* Coincidence refers to a situation where events happen at the same time when it has not been planned or events happening by chance. Some incidents of coincidence in Oliver Twist include the following:
* Oliver Twist is born in a poor work house without relatives or friends and his mother dies before giving any information about the background of her pregnancy.
* No mother is willing to adopt Oliver Twist.
* Oliver Twist finds himself under the care of the brutal and corrupt Mrs. Mann and Mr. Bumble.
* Oliver Twist is mistreated by Mrs. Sowerberry, Claypole, Charlotte and Mr. Sowerberry. Mr. Sowerberry hates him at first sight and Noah frequentkly provokes him.
* Oliver meets the Artful dodger in the outskirts of London.
* Oliver is taken by Mr. Brownlow a friend of his late father and sees the picture of his mother.
* Oliver takes the wrong path as he tries to deliver books and money to the book hore keeper and is kidnapped.
* Nancy sympathises with Oliver Twist.
* Oliver is taken for a robbery in a house where his aunt Rose has been adopted.
* Billsikes abandons Oliver Twist in a ditch.
* Oliver collides with monks on the streets, monks tries to strike him but he falls down.
* Oliver sees Brownlow in London and draws the attention of Rose to him. Rose and Oliver at first try to look for Brownlow and fail to get him because he has shifted to a different location.
* Etc.

MARK AS A WHOLE OUT OF 33 MARKS

1. Closely referring to the novel, show how Oliver Twist is an admirable

character in the novel, Oliver Twist?

Approach:

The question expects the good behaviour or traits or characteristics of Oliver Twist supported with enough illustrations from the novel. The hardships and challenges he faces but remains normally upright should be clearly brought out to support the traits.

* We like or admire him because of his consistent virtue and moral uprightness reflected in his good behaviour as shown below:

Oliver’s characteristics;

* Patient / enduring / tolerant.
* Sincere / honest / trustworthy / truthful.
* Open minded / frank.
* Brave / courageous / daring.
* Wise / intelligent / understanding.
* Kind / sympathetic / empathetic.
* Hopeful / optimistic.
* Responsible / caring.
* Loving / passionate.
* Assertive / confident.
* Resilient.
* Sociable / friendly.
* Hardworking / determined.
* Appreciative.
* Forgiving.
* Principled / firm.
* Consistent.
* Incorruptible.
* Virtuous
* Etc.

MARK AS A WHOLE OUT OF 33 MARKS

1. (a) Briefly explain the circumstances which have led to the above passage.

* Scobie is not promoted and he borrows money from Yusef to send Lovide to South Africa.
* Scobie falls in love with Hellen Rolt and writes her a love letter and ends up in the hands of Yusef.
* Lovise is informed of Scobie’s affair with Hellen Rolt and writers her a love letter and ends up in the hands of Yusef.
* Lovise is informed of Scobie’s affair with Hellen and decides to return from South Africa.
* Yusef uses Scobie’s letter to Hellen to blackmail him to allow him to smuggle diamonds.
* Lovise returns and leads Scobie to take holy communion in sin and feels guilty that he has abused God.
* Ali has served Scobie for fifteen years faithfully .
* Yusef sends diamonds to Scobie through his boy and Ali sees them. Ali has also seen Hellen and Scobie kissing.
* Scobie gets worried that Ali is spying on him.
* Scobie goes to Yusef’s office at night and tells him his suspicion about Ali who has seen the diamonds.
* Yusef persuades Scobie to send for Ali so that he can talk to him and make him trustworthy.
* Scobie gives Yusef a broken rosary to give to his boy who is to go and call Ali.
* Yusef persuades Scobie to send for Ali so that he can talk to him and make him trustworthy.
* Scobie gives Yusef a broken rosary to give to his boy who his to go and call Ali.
* Yusef goes to give instruction to his boy and takes long to return leaving Scobie in a dark room restless and taking whisky. Yusef has just returned.

Any 08 events 1mark @ = 1 x 8 = 08 marks

(b) What does the passage reveal about the character of major Scobie?

* Pessimistic / hopeless
* Corrupt
* Naïve
* Emotional
* Fearful
* Open minded
* Immoral / lustful
* Pretentious / liar / hypocrite

Any 04 traits and their examples from the passage 4 x 2 = 08 marks

(c) How is the mood portrayed in the passage?

* Techniques in the passage
* Third person in the passage
* Dialogue
* Description
* Irony
* Contrast
* Interior monologue
* Rhetorical questions
* Proverbs
* Symbolism
* Setting
* Characterisation
* Diction etc.
* The mood to be linked with techniques
* Tense / anxiety / uncertainity
* Fear / panic / worry
* Disappointed
* Gloomy / sad
* Remorseful
* Meditative / pensive etc

Any 04 techniques and moods illustrated from the passage 04 x 2 = 08 marks

(d) How is the passage significant to the rest of the novel?

Plot

* In the passage Scobie and Yusef are waiting for ali and later they hear a scream and Scobie discovers that Ali has been killed.
* Scobie blames himself for the death of Ali and decides to secretly kill himself.
* Scobie goes to Dr. Travis and pretends to be suffering from Angina and he is given evipan tablets or drugs.
* Scobie goes to church to tell God about his decision to commit suicide secretly so that he can stop giving pain to Lovise and Helen.
* Scobie tells the commissioner about his pretended disease of Angina, his need to retire, finding another person to be the commissioner.
* Scobie deceives Lovise about suffering from Angina, tells her of her a plan to retire, keeps pretending to feel pain, lack sleep, take tablets etc.
* Scobie secretly takes an overdose of the drug or tablets and dies.
* After his death, Wilson tries to persuade Loviseto marry him, and discovers Scobie’s suicide and Bagster tries to win Helen and fails.

NOTE: The candidate should start from the passage; that is by giving an event in the passage.

Any 04 events 1 mark @ x 4 = 04 marks

**Themes**

* Themes in the passage should be limited to what happaens in the rest of the novel. (After the passage). A theme should be mentioned supported by an example from the passage and another example from what happens after the passage. The following themes should be considered:
* Absurdity of life
* Suffering
* Pessimism
* Hypocrisy
* Corruption
* Immorality
* Betrayal
* Pity
* Materialism

Any three (03) well linked themes 1 mark each = 1 x 3 = 03 marks

Characters

* A character trait should be given and supported with an example from the passage and another example from what happens after the passage (rest of the novel)
* Character of Scobie in the passage
* Pessimistic
* Corrupt
* Emotional
* Fearful
* Naïve / gullible
* Open minded
* Immoral
* Liar / pretentious
* Observant / analtytical

Yusef

* Cunning / crafty
* Pretentious / hypocrite
* Corrupt

Any three / 03 traits that are well linked to the rest of the novel 1 mark each = 1 x 3 = 03 marks

Total for (d) = 04 + 3 + 3 = 10 marks

Total for whole question 08 + 08 + 08 + 10 = 34 marks

1. (a) Briefly give the events that lead to the above passage.

* Consider any 08 events before the passage but they should be related to what is in the passage. 1 mark @ = 1 x 8 = 08 marks

(b) Describe the character of Zorba as portrayed in the passage.

* Any four traits of Zobra with evidence from the given passage. 1 mark for a trait + 1 mark for evidence from the passage = 2 marks x 4 = 08 marks

(c) How is the mood portrayed in the passage?

* Any four narrative techniques connected to moods in the passage with evidence from that passage. 2 x 4 = 08 marks

(d) How is the passage significant to the rest of the novel?

* The passage should be connected to what happens after with regard to plot, themes and characters.

Plot = 3 marks, themes – any three = 03 marks, characters = 04 marks

Total for d = 10 marks

1. (a) What precedes the above passage?

* 08 events before the passage which are related to what is in the passage

1 mark each = 1 x 8 = 08 marks.

(b) Describe the character of Lucy as portrayed in the passage.

* Any traits of Lucy with evidence from the passage 2 x 4 = 08 marks

(c) How is the mood portrayed in the passage?

* Any four narrative techniques connected to four moods with evidence from the passage 2 x 4 = 08 marks

(d) What is the significance of the above passage to the rest of the novel?

* The passage should be linked to what happens after with regard to plot = 03 marks, themes = 03 marks, characters = 04 marks. Total for d = 10 marks

1. Examine the appropriateness of the title, season of migration to the novel to the

north to the novel.

* Candidates should bring out how the title is connected to what happens in the novel closely referring to the novel.

MARK AS A WHOLE OUT OF 33 MARKS

1. Analyse the role of female characters in the novel, season of migration to the

north.

* Candidates should identify female characters or ladies and their responsibilities and show how they have been used to develop the plot, themes, characters, mood, lessons, relationships and the author’s intention in the novel.

MARK AS A WHOLE OUT OF 33 MARKS

1. How has Oyono used characterisation to portray the theme of Hypocrisy in the

novel, Houseboy?

**Approach**

The candidate should show understanding of what is meant by characterisation and theme of hypocrisy in Houseboy. Different character traits of different people should be brought out and be connected to the theme hypocrisy.

* Characterisation refers to the qualities or traits or behaviour of a person.
* Hypocrisy refers to the behaviour that does not agree with what one claims to believe or feel or pretending to be what one is not.
* Toundi’s father
* Brutal / insensitive
* Pretentious
* Cunning Hypocrisy
* Vulgar
* Father Gilbert
* Racist
* Exploitative
* Unjust / oppressive Hypocrisy
* Vengeful
* Materialistic
* Cunning
* Toundi’s mother
* Loving
* Pretentious Hypocrisy
* Irresponsible
* Father Vandamayer
* Exploitative
* Oppressive
* Materialistic
* Selfish Pretence / Hypocrisy
* Brutal
* Racist
* The commandant
* Dictator
* Oppressive
* Exploitative
* Racist Pretence / Hypocrisy
* Vengeful
* Hateful
* Madame Suzy
* Lustful
* Pretentious
* Exploitative
* Racist Hypocrisy / pretence
* Unjust
* Hateful
* M. Moreau
* Brutal
* Exploitative Hypocrisy / pretence
* Materialistic
* Unjust
* Sophie
* Lustful
* Pretentious
* Cunning Hypocrisy
* Materialistic
* Treacherous

Any relevant traits of other characters well explained to show hypocrisy etc.

MARK AS A WHOLE OUT OF 33 MARKS

1. Examine the use of setting in the portrayal of themes in the novel, Houseboy.

Approach – The candidate should bring out different levels or types of setting in Houseboy and link them to different themes.

* Setting in Houseboy
* Historical setting – The events of the novel take place during the period of colonialism, French colonial rule in Cameroon.
* Physical setting – The different geographical places where events take place in the novel such as;
* Different places in Cameroon
* Toundi’s home behind the house.
* Fia where Fr. Gilbert throws sugar lumps to the children. Toundi goes back to Fia when he runs away from home / House of Fr. Gilbert.
* Church / St. Peter’s catholic mission at Dangan.
* Office of Fr. Vandermayer.
* The cotton tree.
* The residence / home of the commandant – kitched bedroom etc.
* The location / quarters of blacks.
* The club of Janopoulous.
* The bush / village / tours / huts.
* Home of J. Toundi’s brother –inlaw.
* The prison camp, flogging yard.
* The police station.
* The hospital.
* Mifoula village in Spanish Gunea etc.
* Time setting
* Day time
* Night time
* Social setting
* Social life of blacks and the whites

Themes to be linked with setting

* Colonialism / French assimilation policy
* Injustice / oppression
* Exploitation
* Suffering
* Betrayal
* Disappointment / disillusionment
* Hypocrisy
* Racism / discrimination
* Materialism / greed
* Education
* Immorality
* Religious hypocrisy
* Brutality / dehumanisation
* Christianity / religion
* Etc

NOTE

Specific examples of setting and themes should be brought out in each point. A candidate who handles one part and totally ignore the second part should be marked out of 18 marks and the one with both sides out of 33 marks.

1. How does setting help us to understand the noon?

Approach

The candidates should bring out different types or levels of setting such as historical, physical or geographical, time setting and social – political setting and connect them to the development of themes in the novel, Darkness at Noon. The understanding of the novel mainly refers to the themes but candidates who go further to talk about plot, characters, mood etc should not be penalised.

NOTE

A candidate who handles only one part and totally ignores the second part should be marked out of 18 marks and one that handles both parts should be marked out of 33 marks.

1. Analyse the character and role of Rubashor in the novel, Darkness at Noon.

Approach

The candidate should introduce the question by showing clear understanding of the difference between characters and roles where character refers to behaviour, traits or qualities of a person and role refers to the part played by the character or the purpose a person has been used to achieve in the novel, darkness at noon.

* Details of the traits of Rubashov should be given.
* Roles of Rubashov should be given with regard to the following:
* Plot development
* Themes
* Character portrayal
* Mood / feelings
* Author’s intention
* Lessons
* Etc

NOTE

The candidate who gives only one part of the question and totally ignores the second part should be marked out of 18 marks and the the one that handles both sides out of 33 marks.

1. How is the novel, The moon also sets, relevant to our contemporary society?

Approach

Candidates soul introduce by showing how the novel, The moon also sets is relevant to our present society because the themes, characters, situations, events and relationships in the novel are similar to what is happening in our society today.

* Themes to compare with the present include:
* Change / modernisation
* Education
* Conflict of cultures
* Suffering
* Immorality
* Hope
* Religion
* Injustice
* Betrayal
* Corruption
* Male chauvinism
* Women emancipation
* Love
* Hypocrisy
* Greed / materialism
* Poverty
* Etc
* Some major characters, situations, events and relationships should also be compared to the present society

**NOTE**

Examples from the novel and the present society should be given in each point

MARK AS A WHOLE OUT OF 33 MARKS

1. Describe the relationship between Oby and Chike and show how it affects the

plot of the novel, the moon also sets?

Approach

Candidates should introduce by highlighting who Chike and Oby are, how their relationship starts, the nature of the relationship - which is boyfriend – girl friend relationship, how at first it is a good relationship and how it later turns bas – details of the relationship and how it influences events of the novel should follow in the in the body of the essay.

* Details of the relationship
  + Amicable / friendly
  + Close relationship
  + Warm relationship
  + Intimate relationship
  + Later strained relationship
  + Cold relationship
  + Hostile / antagonistic etc.
* How it affects the events or plot of the novel?
* Lead to frequent visits of Chike to Oby.
* The outings and other adventures.
* Oby getting impregnated by Chike, gets worried, refusal to abort.
* Chike gets equally worried and confused gets advise from friends to give Oby an abortion drug secretly and its consequences.
* Oby gets sick and almost dies, breaks down of Oby and Chike’s relationship, start of a new relationship with Chris etc.

Any candidate who gives only one part should be marked out of 18 marks and the one with both parts out of 33 marks.

1. What important lessons do you learn from the novel, Blossoms of the

Savannah?

Approach

The candidate should show understanding of what is meant by lessons in the introduction and give details of the lessons in the body of the essay and conclude.

* Lessons are moral teachings or warnings about life. In Blossoms of the Savannah, we learn lessons from themes, characters, situations, events and relations.

Lessons

* Respect for women.
* Need to accept positive change.
* Importance of hard work.
* Need to act wisely.
* Need to be careful.
* Being brave / courageous.
* Need for gender equality.
* The value of being assertive.
* Respect for our children.
* Struggle for our rights.
* Need for love.
* Being content with what one has.
* Importance of being hopeful.
* Patience pains but pays.
* Love many but trust a few.
* All that glitters is not gold.
* A friend in need is a friend indeed etc.

NOTE: Lessons stated in form of proverbs, idioms and wise sayings should be properly explained so that the moral teaching becomes very clear. Enough illustrations are needed.

MARK AS A WHOLE OUT OF 33 MARKS

1. Compare the character of Resian and Taiyo in the novel, Blossoms of the

Savannah. Whom do you admire and why?

Approach

The candidates should introduce by briefly giving the background of Taiyo and Resian, show how they have similarities and differences in character traits and how one of them is more admirable than the other.

* Similarities of Taiyo and Resian
* Both are loving / caring / responsible.
* Both are determined / hardworking.
* Both are hopeful.
* Both are patient and enduring.
* Modern.
* Feminists.
* Revolutionary.
* Kind/ sympathetic.
* Jealous.
* Emotional. Etc

**Differences**

|  |  |
| --- | --- |
| **Resian** | **Taiyo** |
| - Defiant / rebellious | - Obedient / submissive |
| - Brave / courageous / daring | - Cowardly / fearful |
| - Observant / analytical / critical | - Shallow / over trusting |
| - Wise / intelligent | - Naïve / gullible |
| - Practical | - Theoretical / less practical |
| - Principled / firm / rigid | - Flexible |
| - More focussed | - Less focussed |
| - Assertive / bold | - Gentle / Humble |

Etc

* Resian is more admirable than Taiyo because she has more positive traits than her.
* She struggles and finally reaches her role model – Minik also admires her courage.
* She physically resists forced and early marriage by confronting her father.
* She survives female genital mutilation.
* She resists being raped by Olavinkoi.
* She confronts the feared Oloisudori.
* She leads to the rescue of her sister Taiyo through the information she gives to Minik and together they achieve their dream of going to Ergaton University.

MARK AS A WHOLE OUT OF 33 MARKS

1. How is the novel, A Murky River relevant to your society?

Approach

The candidate should introduce by showing how, A Murky River is relevant to his or her society because the themes, characters, situations, events and relationships in the novel are similar to what is happening in the present society.

* The themes in the novel to be related to the present society include:
* Corruption
* Materialism / greed
* Injustice / oppression
* Hypocrisy
* Betrayal
* Bureaucracy
* Suffering
* Poverty
* Dehumanisation
* Disappointment / disillusionment
* Hope
* Change
* Culture
* Some major characters such as Allan Kato, Bobkashu and Robert Nutana
* Some major events such as the transformation of Allan Kato and the death of his mother.
* Some relationships such as that between Mutana and Allan Kato, Allan Kato and his mother, Allan Kato and the villagers in Kabale etc.
* The novel still has lessons for people of the present society etc.

NOTE

Specific examples from the novel and present society should be given in each point.

MARK AS A WHOLE OUT OF 33 MARKS

1. What narrative techniques does Kalimugogo use to portray the character of

Allan Kato?

Approach

The candidate should introduce by showing how Kalimugogo in A Murky River has used different narrative techniques to bring out his behaviour or character traits. Allan Kato is the main character who undergoes character transformation. At first he is negatively presented but later the death of his mother transforms him into a better character.

* Techniques to link Kato’s character traits.
* Third person omniscient
* Dialogue
* Description
* Irony
* Contrast
* Setting
* Symbolism
* Biblical, allusions and statements
* Rhetorical questions
* Letters
* Foreshadowing
* Suspense
* Analogy
* Anecdotes
* Interior monologue
* Diction
* Ellipsis
* Metaphors, similies etc
* Kato’s behaviour / character traits
* At first he is presented as follows:
* Corrupt / dishonest
* Materialistic / greedy
* Oppressive / unjust
* Exploitative
* Selfish
* Hardworking / determined
* Treacherous / traitor
* Hopeful rigid / conservative
* Bureaucratic
* Insensitive / sadistic
* Proud / arrogant
* Patient
* Emotional / hot tempered
* Vengeful
* Hypocrite / pretentious / deceitful etc
* Later he changes and becomes a different person as shown below:
* Remorseful
* Repentant
* Wise / understanding
* Selfless
* Humble / gentle
* Generous etc

NOTE:

Techniques should be well linked to Kato’s traits and well-illustrated.

Any candidate who gives one part should be marked out of 18 marks and the one with both parts out of 33 marks.