



STUDY GUIDE: THE SAMARITAN

Short Notes on answering questions in the play The Samaritan

Setting and Answering Questions

The Samaritan is a compulsory play in secondary schools, Questions set on this text is basically of two types: context-based questions and essay-based questions.

(a) Context Based Questions

Context based questions require the learner to read a given excerpt (extract) from a given text carefully and appreciate that excerpt literary (in terms of literary aspects). Basically, there are six main types of questions tested/examined under this category.

(i) Questions testing on the learner's grasp on the plot of the text

This category of questions requires the learner to be able to place the given excerpt/extract to its immediate context. In other words, the learner is expected to be able to give a brief account of the events that precede the excerpt and those that ensue/come after the excerpt. The learner should, therefore, have a good grasp of the plot of the text to do this effectively.

(ii) Questions testing on the writer's thematic concerns in the excerpt.

These questions require the learner to identify, explain and illustrate those themes that are raised in the given excerpt. The learner should, therefore, narrow down to the content of the excerpt, not the entire text.

(iii) Questions testing the learner's understanding of characters and them

character traits

This category of questions requires the learner to exhibit a good understanding of the characters used in the given excerpt and be able to identify, explain and illustrate their character traits.

(iv) Questions testing the learner's ability to identify the stylistic devices used in the excerpt

These questions examine the learner's ability to identify, explain and illustrate features of style and language used in a given excerpt. The learner should, therefore, restrict themselves to picking out the stylistic devices that are used by the writer in the excerpt only, but not exploring the entire text.

(v) Questions testing on the learner's knowledge on a variety of grammatical structures

This category of questions tests the learner's knowledge on a variety of grammar areas such as active and passive voice, direct and indirect speech, question tags, inversion, substitution, among others. The learner is, thus, expected to write/rewrite given sentences according to instructions provided.

(vi) Questions on the vocabulary used in the excerpt

A variety of words and expressions are given, drawn from the excerpt, and the learner is expected to explain the contextual meaning of the identified words and expressions.

In other words, the learner is expected to explain the meanings of the identified words and expressions according to their use in the excerpt.

(b) Essay Based Questions

Essay based questions require the learner to write a discursive composition on a given statement or assertion. The learner, in writing such a composition, is expected to expose their points in prose form.

Essay Structure

A good essay should have three basic parts:

- i. An Introduction (an introductory paragraph).
- ii. A body.
- iii. A conclusion (a concluding paragraph).

The Introduction

This is usually a short paragraph that begins an essay. The introduction can either be a general or contextualized statement or a combination of both. In the general introduction, the learner should give a general comment drawn from the society.

In the contextualized introduction, the learner should give a comment that focuses on the society depicted in the particular text and not the general society. At times, the learner can write an introductory paragraph that combines both a general and a contextualized statement.

The Body

The body is the most important part of an essay. The learner should ensure that they divide the body of their essay into distinct, well-structured and well-developed paragraphs. A single point or idea should be exposed and developed in a single paragraph.

Each paragraph should have at least three parts: a topic sentence/statement (the first sentence of the paragraph which gives a general idea on the subject of the paragraph), an explanation on the idea given in the topic sentence, then an illustration(s) for the idea/point under discussion/exposition from the given text.

Conclusion

A good essay should have a conclusion (a concluding paragraph). This is usually a short paragraph at the end of the essay which could be a statement that shows the justification or validity of what the learner has written or a summary of the main points (points raised in the body).

THE GUIDE

Act1 Scene 1- The Failed Award

The setting is at Sagrada secondary school hall at around 10.00 am. This school is on a hill in Maracas municipality. The teachers and students are seated and Mr. Carmona, the school deputy principal walks in and goes straight to the podium. There is a silence. He greets everyone and the students respond in chorus. He informs them that the Samaritan, the winning innovation in the year's secondary schools' national innovation competition, will be officially launched in the municipality. The event will be presided over by

his worship Hon. Mossi, The Mayor. The mayor, few distinguished municipal leaders and members of the local school board have arrived in school and will shortly come into the hall. The students were to remain standing and quiet until the guests are lead into the hall by the principal. Once the guests are seated, Mr. Carmona tells the students to sit. Shortly, The Mayor walks in alongside the principal of the school, Ms. Narine, they are followed by the deputy Mayor, Hon. Ramdaye: the municipality political opposition leader, Hon. Basdeo: the chief executive officer, Maracas municipality, Mr. Harvester and then the members of the local school board. Two journalists shortly enter the hall fully armed with their paraphernalia.

The deputy principal asks the students to take their seats. He then invites the school principal to welcome the guests and lead them through the rest of the Programme. The principal welcomes the guests to the ceremony in which they officially are to launch the Samaritan and present a prize to Alvita and Montano, students at Sagrada secondary school who created the winning innovation.

The principal invites Nicole, the ethics and innovation teacher to introduce the innovation. Alvita and Montano take us in the future, fifty years to come. They make us understand what is happening now and they exaggerate what will happen in fifty years to come. We are exposed to climate change, use of technology and they further tell us about their innovation of The Samaritan.

The Mayor rises to his feet, wears his hat, picks his walking stick and walks center stage. He says that they will neither launch the innovation nor present the prize on this day, because they need time to reflect on the implications. He sends away the teachers and students so that they can discuss with the principal and teacher Nicole the way forward of the innovation. He then tells them that they will not precede the Samaritan as it may turn out to be a platform for misinformation, lies and witch-hunt.

The Mayor tells the principal that she has it within her powers to find a way around it. He tells teacher Nicole to figure out a way... like writing to the ministry of education indicating that there are some fundamental errors in it that need to be solved. He attempts to corrupt them so that they can do away with The Samaritan He raises his voice at the teacher and reminds her through blackmail that his decision supersedes those of any education official anywhere in the country (P. 17).

Pirro tries to tell him that they cannot overrule the ministry, but the Mayor proudly says that he does not argue with a simple chairman of a local school board. Nicole tries to make him understand that the app has been online for a month hence it has been taken over by the national information and communications technology cooperation but Mayor Mossi raises his voice at her even louder and tells her to go and write the letter and copy my office through your school principal. He wants to find a copy of the letter in his office in one hours' time.

Mossi appreciates all for honouring his call for an emergency meeting. He tells them that there is a new trend gaining ground in the municipality that could adversely affect the leaders. He had asked Harvester to buy all the newspapers as all these newspapers focused on the municipal leaders and had headlines that are extremely damaging.

For Ted and Jaden, these were usual problems leaders must have with the media from time to time. Jaden further suggests that they need to blackmail the reporters and the editors with more boxes of chocolate. Bembe also suggests that they can threaten some of them.

Mossi narrows down the problem to The Samaritan which is the source of information in these newspapers. Mossi reminds them that he had declined to officially launch this innovation by students of Sagrada secondary school the previous year because he had figured out that it could be a problem for them.

Harvester explains to the members that the Samaritan is mobile application in which people are posting and sharing any information that they have on the conduct of the municipality. Seymour proposes that they obtain cash, identify those most active in posting information and pay them off to stop it. Mossi says that there is public outcry over sums of money every month without rendering any service (supply of air). Harvester says that there are many other allegations including drug trafficking, grabbing of public land, inflation of the costs of the municipal projects, use of proxies to secure municipal tenders, undertaking shoddy public works and gang warfare. Mossi further adds that there is a lot of lifestyle audit of individual municipal officials, where they live, the kind of houses they live in, and their business, the vehicles they own, other properties in their possession, when the properties were acquired and a lot of other personal details.

Issues and Thematic Concerns

1. Technology

- ❏ There are intelligent robots mentioned by Alvita and Montano in their play within a play (P. 8).
- ❏ The two students too mention technology for cleaning the air and carbon emissions (P. 9).
- ❏ Alvita and Montano discuss the role of digital pigeon holes (P. 10).
- ❏ The Samaritan app has been online for a month now. It has already been taken over by the national information and communication technology cooperation (P. 18).
- ❏ Alvita talks about people taking photos and videos of illegal activities that degrade the environment after which they are posted on the digital pigeon holes (P. 11).
- ❏ Alvita suggests in a play within a play that drugs are generated to regenerate body cells and no one could grow old instead young and beautiful and 250 years (P. 8).
- ❏ She also shares that there are self-driven vehicles ferrying robot to various destinations to attend meetings and transact businesses (P.9).
- ❏ The robots will be venturing outside the earth and spend a lot of time conquering new parts of the words (P.8)
- ❏ Intelligent robots were made to replace judges and the police to enhance justice and there will be no discrimination.
- ❏ Machines were doing all the work for us , whole factories, hotels, and hospitals were being run entirely by intelligent machines and robots(P.9)

2. *Hope and optimism*

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Machines were doing all the work for us, whole factories, hotels, and hospitals were being run entirely by intelligent machines and robots (P.9).

ALSO AVAILABLE GUIDES/ QUESTIONS AND ANSWERS ARE

- 1. FATHERS OF NATION**
- 2. SILENT SONG AND OTHER STORIES**
- 3. ARTIST OF THE FLOATING WORLD**
- 4. PARLIAMENT OF OWLS**
- 5. DOLLS HOUSE**
- 6. BLOSSOMS OF THE SAVANNAH**

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