

Jamie Kennedy

HSC Enrichment Seminars ~ Dubbo

Thursday 10th – Friday 11th

Mathematics (2 Unit)

Session 1 (9:30-10:30)

Paul Harrison – Auditorium 2

- Transcription errors: you will still get full marks even if there is a transcription (copying) error if you have done the question correctly and the transcription does not make the question any easier
- There will always been a question on rounding/units, this will be the only one that looks at the units whereas the other questions will not.
- In multi-part questions, if you make a mistake in (i), you will lose that mark but if you carry that mistake onto (ii) and it is done correctly, you will get full marks.
- Correct numerical expressions are important, show the whole calculation.
- If you have done a solution but you think it is wrong, place a single line through it, it is still looked at, do NOT cross out the first solution until the second solution is done. If the second solution is wrong but the first (crossed out) solution is correct, you will still gain marks.
- Learn the table of standard integrals and show all working (eg: the formula, substitution) even if it is only worth one mark.
- Show the full calculator display before rounding, you may still get marks.
- Indefinite integrals: not marked wrong if the "+C" is left off the end.
- When solving simultaneous equations, setting out is important. Do not forget to solve for BOTH x and y.
- Setup $vu' + uv'$ that way there will be less room for errors (and marks may be awarded)
- When integrating, always show working, substitution.
- You may leave an equation in $y - y_1 = m(x - x_1)$ form especially if it is too hard to place into general form unless the general form is specifically asked for.
- Geometry proofs: always copy out the diagram and show all information.
- Always show the substituted line before evaluating when integrating
- Differentiation: always show unsimplified value
- Allow 15mins/question in a 3 hour exam
- Everything written is looked at, write lots
- Geometric proofs: abbreviations are acceptable ie: \sphericalangle sum of Δ , $\sphericalangle \Sigma$ of Δ instead of "angle sum of a triangle"
- Read the examiners notes and marking guidelines
- Check out the standards package
- Up to 20% of the prelim course can be examined (plus HSC/Prelim stuff eg: differentiating logs)

English (Hamlet)

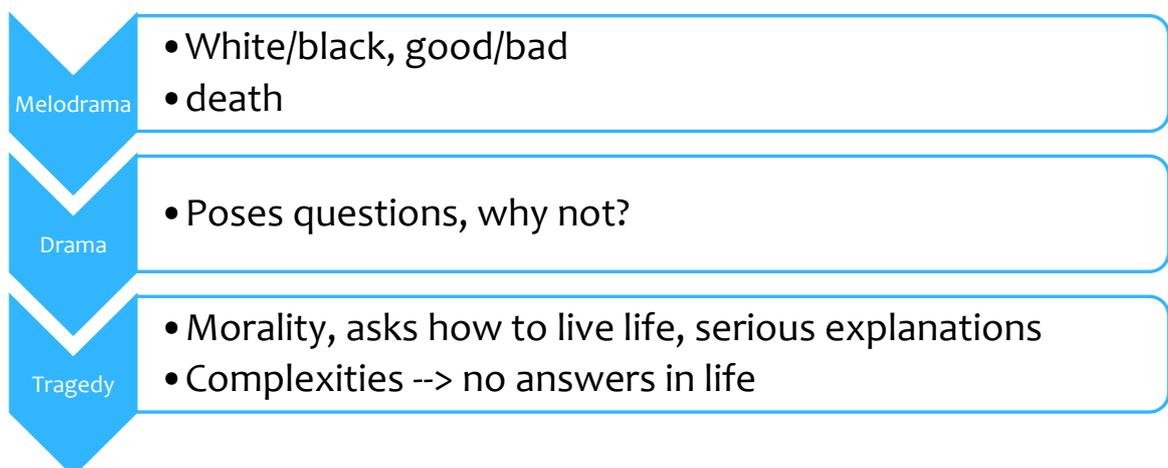
Session 2 (10:40-11:40)

Greg Bell (Jacaranda)

- You need your OWN VIEW – your opinion of the text
- How does the language work to provide meaning (eg: language forms and features)
- There is not enough time to explore views of others but they can be considered to the extent that they INFORM your views.
- Hamlet has been looked at from different perspectives particularly the time from which it has been viewed. There is no correct view of the play but simply a reflection of the time from which the view is taken. **The human condition has no answer.**
- Hamlet comes from its own context, there was an uncertainty about the post-Elizabethan times. Who would make a good king? Explored through Hamlet, what is a man? What makes a good king/prince?
- Quote directly, even the apostrophes, max of four lines per quote
- Don't restate the quote
- Always Disorder → Order
- 3 possibilities of man:

Hamlet	Laertes	Fortinbras
<ul style="list-style-type: none"> • Renaissance man – an individual who thinks individually and works things out for himself • Wittenburg: a highly regarded university. • Intelligence shown through the use of language. • Hamlet writes part of the play, tells them how to act. • People (most) are loyal to him • Brave, fights well • Thought – a problem we all face? 	<ul style="list-style-type: none"> • Restricted by the “chivalric paradigm”. • A set of rules that are set out, men are expected to follow. Eg: must avenge his father's death. • Unthinking • Wittenburg vs Paris 	<ul style="list-style-type: none"> • Whoever speaks last has the power. Fortinbras is the rightful ruler. • Part of the disorder is caused by Fortinbras (he also restores it) • Old Fortinbras lost the land “well ratified by law and heraldry” the chivalric paradigm again which provides order. • Fortinbras wanting to gain back this land proves he is going against the CP. • Thinkers provide disorder • The Uncle is impressed by Fortinbras in raising an army to attack Denmark, he gives him money etc to go invade another bit of land. • Fortinbras is prepared to be strong (sign of a good king). He would kill 20000 men for a land not even worth farming

- Shakespeare explores what sort of a king is needed after the death of Elizabeth - Old King Hamlet, Old King Fortinbras and Claudius:
 - Old Hamlet: a good king, prepared to die to save an army of men dying however he didn't know the men around him ie: that Claudius was treacherous.
 - Old Fortinbras: also a good king who was prepared to die to save an army of men, however he's now dead so a bit pointless
 - Claudius: a good politician but too traitorous
 - Leaving Fortinbras as the right king (as shown by the speech at the end of the play)
- Is Claudius a good king? Denmark is under threat, Claudius marries Gertrude immediately (partly of out lust though) but also to give the impression that Denmark is a stable country. Claudius sends messengers off to Norway straight away to deal with the threat of Fortinbras – showing good leadership. He has the country on alert, making weapons 24/7 showing leadership again.
- Claudius uses Hamlet's own language against him (shown in seems madam speech). Claudius is a politician and very good at what he does. His actions are quick and decisive unlike Hamlet's. He shows he is a good politician by electing Hamlet as his successor as Hamlet is popular with the people. Claudius thinks on his feet.
- Writing an essay with an angle on Hamlet:
 - Done through the use of language
 - (Act 1, Scene 5): wipe away trivial fond memories, reject all sores of books... etc. Hamlet is rejecting the Renaissance language and way of thinking that he has so been used to. He has rejected his old words so he has to find a new language with which to speak. He rejects his old words but has to find new words. He can't do this and simply reverts to repeating Horatio's words and rambling on.
 - Can't apply the old traditions to a thinking like Hamlet's.
 - Hamlet rejects his Wittenburg individuality so reverting to the old traditions of swearing on the sword. This action is retrograde to Hamlet's representation of the thinker and individuality.
- Androgynous Love (??) – Ophelia. Act 3, Scene 2
- What is tragedy? Arthur Miller's "The Nature of Tragedy"



English (Bladerunner/Frankenstein)

Session 3 (12:10-1:10)

Karen Stapleton (*Theatrette*)

- Can be emailed for more detailed notes
- Similar themes recurring in literature
- Each text is reacting to its time however there are universal themes that run throughout both (or multiple) texts.
- Although there are similar content, they are different media a novel compared to a film
- Frankenstein contains gothic elements (monster within, robbing graveyards etc) but also romantic elements (the sublime)
- Rubric: a comparison between both to compare and relate them to each other. Look for similar ideas and then compare them through the language forms and features.
- Different perspectives within texts (Frankenstein's PoV vs the monster's PoV), different contexts (context is not important)
- 1800's vs 1980's values have changed however some of the base values are still the same, we have simply directed them to different elements eg fear, however it is fear directed towards different elements.
- Context is interesting as even though Shelley in an 1800's writer, she was influence by her parents (late 1700's), French revolution, scientific discoveries. Bladerunner picks on some similar themes.
- Context:
 - Frankenstein: idea of enlightenment, very 1700's, the age of reason, things seen in terms of reason and not bound up by emotions. Reason and rationalisation was designed to influence how we live, controls politics. Mary in Frankenstein moves from the age of enlightenment to start speculating about what science can do. A shift to the romantic influences. Mary criticises the romantic and challenges some of the romantic thinking. Frankenstein is an egotistic scientific genius who thinks that he can do what he wants to, is above everyone else. (comparison to Tyrell in Bladerunner). Shelley explores what it means to be a creator and the consequences. Time period of the French revolution, reign of terror, start of industrial revolution and the American independence.
 - Bladeunnnner: Different time periods but similar themes to Frankenstein, a "god" like person, almost omnipotent, shown through the house that Tyrell lives in and his ability to create life. Gothic elements. Personal context of Ridley Scott, as an ad director originally, he is known for his detail and vision. Mis-en-scene very detailed from acid rain, to magazine covers. Focus on hybrid cultures such as American/Asian (fear in the 80's), consumerism. Based on the novella of "Do androids dream of electric sheep". Discussion in Bladerunner about what has happened to humanity and the world, as does Shelley in Frankenstein. The time was based during the cold war, the premise is that we have already unleashed and that the world is post nuclear (which is why people need to go off world). Shelley also looks at the power of science. That we don't understand the effects

of our scientific discoveries (the creation of the monster and replicants, nuclear war).

- Biblical allusions: Frankenstein creates his “Adam” and is about to create his “Eve” until he decides not to.
- In Bladerunner, science and economic power has taken over hope, faith and religion. There is not such thing as religion in the world of Bladerunner, only greed and capitalism.
- The monster in some aspects is actually more human (through his learning etc) than Frankenstein is at times. In the same sense, Roy becomes more human than Deckard. Roy was made as a warrior but instead, he becomes “more human than human”, through his desire to live, “the things that I have seen” and the beautiful scenes that he describes. His passion with Pris. This is why he wants to live. Roy creates a real family and goes out of his way to protect them (despite the fact that replicants shouldn’t show emotions). Monster tries to create his own family.
- Crucial question of self knowledge: identity. The monster needs to learn about the environment around him, he is a child to start with despite being born an adult. Deckard himself needs to question things that he had prior accepted as fact. Is he himself a replicant or not? Roy makes Deckard think about who he is during Roy’s revenge.
- Key question of what it means to be human? Explored in both texts. Rubric – changing values. The context may be different however the questions asked are the same throughout over time. Two different approaches to the same core questions. A meditation on humankind over time.
- Replicants/Monster are struggling with their identity. People are multi faceted but their built in memories restrict them to a certain small series of connections and don’t let them fully explore what it means to be human hence Leon’s reaction.
- During Shelley’s time, science was seen as knowledge (not science as a discipline).
- Continual motifs of human exploration, during Shelley’s time, there are greater exploration of the world, colonisation. In Bladerunner, the off world colonises are now where the rich people can go.
- Architecture in Bladerunner is very hybrid with mixing of cultures from the building Deckard lives in to the Ziggurat that is Tyrell Corp.
- Personal context of Shelley: parents were revolutionist writers, highly controversial and provocative.
- Shelley was reacting to the events of the day, as was Ridley Scott’s reaction to Vietnam War.
- Dystopian Fiction: a pessimistic, dark side of our world similar to the gothic form during the 1800’s.
- Film Noir: Form of this text. Where is nature in Bladerunner (except the sun, unicorn scene)
- Tyrell has the only sun, but needs to close off that life giving force to do the test.
- Seeing motif is important (eye lab, misquote from Blake who was famous during Shelley’s time)
- Fire: Fiery the angels fell, the opening scenes of fire.

English (Skrzynecki)

Session 5 (3:10-4:10)

Peter Skrzynecki (St Andrews)

- Belonging: affinity or relationship
- To People: Ancestors, Feliks
- To Places: Folk Museum, St Pat's, Postcard, Migrant Hostel, 10 Mary St
- The notion of belonging is interchangeable within the poems. You can belong to more than one at a time.
- Belonging can also include the notion of not belonging (alienation, exclusion)
- Groups of individuals that belonging applies to:
 - Family: immediate/nuclear or extended
 - School/Workplace
 - Church/Religious
 - Sporting/Cultural/Social/Political
- Poetic Technique/Devices:
 - Imagery
 - Metaphor
 - Personification
 - Simile
 - Symbolism
 - Historical Allusions
 - Biblical Allusions
 - Direct speech – provides authenticity
 - Hyperbole
- Random facts:
 - Feliks was not his biological father. Feliks met his mother in a DP camp and was 11 years older than her.
- Postcards:
 - Part 1: contains a description of the postcard
 - Part 2:
 - the world condemns Poland's politics (communism)
 - The old religion refers to the catholic majority
 - The white eagle refers to the fact that Polish people are very patriotic
 - What's my choice to be?: **Australian**
 - We will meet before you die: you won't understand who you are until you come back
 - This helps to give a sense of identity, where do you belong?
- Feliks:
 - Poem a paeon – celebrating someone's life
 - Talks about his father as a working class man, at the age off 44. Six brothers in his father's family and he worked on a farm after primary school. Worked for the water board in Australia.
 - Talks about his father as a teacher. Family is the first teacher.

- “gentle father”: sets the tone, intimacy and love
- He is not jealous of his father’s love for the garden (like an only child). In fact this shows that the garden was a part of the family – kinship
- Polish friends were important as well as the garden, the use of memory (talking about their past etc)
- It was important for his father to get his own belonging which involved his own little group of friends.
- “But I’m alive” – shows stoicism (direct speech as well)
- Stanza 5 is all about words and language
- The word that Feliks repeated so that Skrzynecki would not forget was “jar”
- The role of the father is to be the teacher, the father is helping him to remember his past and maintain that sense of belonging. He does not resent his father teaching him Polish.
- He is moving further away from his past, towards his future through education. Hadrian’s Wall metaphor → historical allusion.
- Felik gained his own belonging through:
 - Friends
 - Garden
 - Shared Memories
- 10 Mary Street: (P Skrzynecki lived there for 46 years, address, a place of belonging)
 - Relies on sense of memory and time
 - Symbolism of the key
 - Their other life – the garden
 - “adopted children” – a sense of kinship once again, the garden is part of the family
 - An idea of self sufficiency
 - “19 years” – idea of time and memory again
 - “pre-war Europe alive” wrote letters every week and this was how it was kept alive
 - He listened to his parents’ lives and they would listen to his. What they did at work, what he did at school etc.
 - “naturalised” ie: citizenship, allegiance to Australia – this the metaphorical key. They now belonging to the soil, were Australian citizens and accepted. Citizenship was the key to belonging, no longer discriminated against.
 - While 10 Mary St may be pulled down, what they had as a family can never be destroyed. The circle of life, he will pass memories and continue to do what he did as a child with his children.
 - LION KING!! He Lives In You!!
- TO READ: Nursery Rhymes And Falling Stars – Island Magazine No 115
- Can use his visit as a spoken text and quote him
- Ancestors:
 - Poem based on a dream and therefore is based on the subconscious
 - It can be interpreted as either disturbing or comforting.
 - Songs to listen to which will help you to understand the poem: Elton John’s Circle of Life (LION KING!!), Mike and the Mechanics The Livings Years.

- Focus on the circle with the sleeper in the middle and the ancestors on the outer.
- The circle is a symbol of perfection and unity
- An ancient biblical setting?
- Tongue caked with mud: mud = water, earth and wind/fire. These are the four elements in western civilisation which contain the elements of life, creation. The wind tastes of blood, we need blood to stay alive. The wind tastes of creation, we are part of creation.
- Google: “In my end is my beginning” TS Elliot.
- The poem is about the completeness of the circle.
- No, it does not have any Aboriginal dreamtime over tones.
- St Pats
 - Illustrates that maybe you don’t belong where you think
 - Mother worked for a doctor who had 5 sons attending St Pats.
 - Luceat Lux Vestra – from the bible
 - Foreign Tourist: insecurity, out of place due to his background (of being moved around a lot). Apparently he checks when he gets on a train the destination, afraid of getting lost. All he wanted was a sense of belonging
 - Before letting his light shine: if he accepts his religion, he will accept the doubts and move on.
- Folk Museum – up in Armidale:
 - Doesn’t belong there because he’s not from the country, from the city
 - Wants to get away from the choir singing about life and mortality. Doesn’t want to be reminded of his mortality and wants to get away.
 - Hotel California – The Eagles.
 - He wants to get away but the old woman is keeping him back to sign the book.
- Migrant Hostel:
 - Temporary belonging – only there for two years, transitory
 - Symbol of birds (freedom) and boom gate (limited by govt.)
 - All belong in a circle of life and always temporarily belong.