

HSC 2010 English

Summary Notes

Last Updated: 13/10/2010

Jamie Kennedy

## CONTENTS

Area of Study: Belonging .....	2
Poetry of Peter Skrzynecki.....	2
10 Mary Street.....	3
Migrant Hostel.....	5
Feliks Skrzynecki.....	6
Hadrian's Wall.....	9
St Patrick's College.....	10
Venite Adoremus .....	12
Postcards .....	13
Ancestors .....	14
In The Folk Museum.....	15
Possible Related Texts .....	16
Brave New World .....	17
Other Related Text – Dreams From My Father.....	21
Good Essay Quotes .....	22
Belonging and Identity .....	23
Module A: Comparative Study .....	25
Blade Runner and Frankenstein.....	25
Blade Runner Notes:.....	28
Comparison between Frankenstein and Blade Runner .....	30
Frankenstein Quotes.....	33
Module B: Hamlet.....	34
Themes:.....	34
Hamlet Quotes.....	36
Module C: History And Memory .....	39
September 11 – Smithsonian Website .....	40
ABC Black Saturday Website .....	43
9/11 The Falling Man.....	46
9/11 Phone Calls From The Towers.....	48

## AREA OF STUDY: BELONGING

- ❖ Explore and examine the relationships between language and text, and interrelationships among texts.
- ❖ Synthesize ideas to clarify meaning and develop new meanings
- ❖ Take into account context, purpose and register, text structures, stylistic features, grammatical features and vocabulary
  
- ❖ Perceptions of belonging or not belonging
- ❖ Perceptions shaped within personal, cultural, historical and social contexts
- ❖ Consider aspects of belonging in terms of experiences and notions of identity, relationships, acceptance and understanding.
- ❖ Understand the possibilities presented by a sense of belonging to, or exclusion from the text and the world it represents

---

### *Key Questions to answer:*

*How is belonging represented in the text?*

*How are the ideas about belonging developed in the text?*

*How does the language of the text develop/convey these ideas?*

---

## POETRY OF PETER SKYRZYNECKI

- ❖ [10 Mary Street](#)
- ❖ [Migrant Hostel](#)
- ❖ [Feliks Skyrzynecki](#)
- ❖ [St Patrick's College](#)
- ❖ [Postcards](#)
- ❖ [Ancestors](#)
- ❖ [In The Folk Museum](#)

	10 Mary Street
Summary of Content	<ul style="list-style-type: none"> <li>• A reflection on the poet's childhood and the house they once lived in</li> <li>• Their daily struggle - parent's jobs and tending the garden</li> <li>• Also set in the modern day when he looks back on the deserted house.</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• A reflection - belonging over time - "that still too narrow bridge"</li> <li>• A belonging to the home - belonging to a place. Talking about the plants, gardens the parents tended to.</li> <li>• Parents belong to pre-War Europe - kept alive with photographs and letters. Visitors to the house ate European foods, talked about Europe</li> <li>• Family belong to a small part of the new world</li> <li>• Adjusting to the new environment, trying to make it a new home</li> <li>• Belonging to places through the memories</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Feel as if they become "citizens of the soil" but not of the country ie: they have worked the land and that is where they belong, but not to the country.</li> <li>• They don't really belong to Australia but to pre-War Europe</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>• "Tended roses and camellias like adopted children" - belonging to the garden, the home.</li> <li>• "Kept pre-War Europe alive with photographs and letters" - belonging to pre-War Europe</li> </ul>

## Stanza One:

- "Like a well-oiled lock" - a simile showing that this process is a familiar one that happens day in, day out. A familiar routine
- "Still too narrow bridge... that was always burning down" - a reflection to belonging over time. Keywords "still" and "always" show that this is familiar to him even nearly twenty years on.

## Stanza Two:

- "Polite hum-drum" - assonance showing that the routine was boring and repetitive.
- "Washing clothes / And laying sewerage pipes" - this is his parents routine and occupation.
- "My parents watered / Plants - grew potatoes / And rows of sweet corn: / Tended roses and camellias / Like adopted children" - a connection and belonging to home. Use of the simile "like adopted children"
- "Like a hungry bird" - use of simile again to show how much he ate from the parents garden

- “I’d swear to stay off / Strawberries and peas forever” – use of hyperbole to show how much he really ate. This garden is a familiar place to him, he belongs, it is not alien.

#### Stanza Three

- “The house stands / In its blue china coat” – this is a play on words and use of personification to describe the house
- “With paint guaranteed / For another ten years” – passing of time.
- “Lawns grow across / Dug-up beds of / Spinach, carrots and tomato” – this compares “then” and “now” and what has happened over time

#### Stanza Four:

- “Kept pre-war Europe alive / With photographs and letters” – his parents lived in the memories and they feel as if they belong to pre-war Europe
- “Heated discussions / ... Visitors that ate / ... And smoke like / A dozen buffy Billies” – use of the simile and a list of European foods reinforcing his parents belonging to Europe

#### Stanza Five:

- “Naturalised more / Than a decade ago” – became citizens of Australia
- “We became citizens of the soil” – continuation of the garden imagery. Use of sibilance. However, they feel that they have only become citizens of the “soil” and not of the country, still not really belonging
- “Inheritors of a key / That’ll open no house / When this one is pulled down” – however it is a metaphorical key, the key to his memories

	Migrant Hostel
Summary of Content	<ul style="list-style-type: none"> <li>• A recollection of the time the Poet spent in a migrant hostel in Parkes.</li> <li>• Describes the family moving from place to place</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• A [lack of] belonging to a place “for over two years like birds of passage.” – they keep moving with no home</li> <li>•</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• The literal barrier of the gate rising and falling “like a finger pointed in reprimand or shame”</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>• “For over two years We lived like birds of passage Always sensing a change...Unaware of the season Whose track we would follow” -</li> </ul>

	Feliks Skrzynecki
Summary of Content	<ul style="list-style-type: none"> <li>• A tribute to his father, Felix – his dignity, stoicism in the face of loss and hardship</li> <li>• Impact of migration on both the father and the son</li> <li>• <b>Tone</b> of the poem: <b>a reflection</b>. Shown by “gentle father” etc</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Feliks: Strong sense of belonging and respect</li> <li>• Feliks has a connection to his garden – a way of finding identity in the new world. A <b>connection to the Earth and soil</b> which is a constant motif throughout the poems</li> <li>• Belonging is represented as an ideal, something to aspire to</li> <li>• Belonging to a heritage is represented as a vital and binding relationship</li> <li>• Son feels separation from his father, expresses a detachment from his father’s culture</li> <li>• (-) used to show fragments of memories, they are not clear to him</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language</b>: his father cannot speak English well. Peter cannot speak Polish well and begins to forget his words</li> <li>• He does not belong to his father’s world as he cannot relate when his father and his friends talk about their memories of the past the hard work.</li> <li>• Poet’s exclusion from his father’s world comes from the lack of knowledge → loss of Polish language → loss of heritage</li> <li>• Hadrian’s Wall metaphor – moving further away from his father’s heritage as well as a metaphorical barrier</li> <li>• The discrimination of his father not understanding English is a barrier to belonging.</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>• “Watched me peg tents further and further south of Hadrian’s Wall” – inevitably moving away from his Polish heritage</li> <li>• “That formal address I never got used to” – does not belong to his father’s world</li> <li>• “Did your father ever attempt to learn English” – a clear language barrier to belonging</li> </ul>

## Stanza One:

- The use of the word “my” establishes their loving relationship.
- “Kept pace only with the Joneses / Of his own mind’s making” – this shows that he is an independent man who does not do what is stereotypically done.
- The garden is personified using the simile as “like an only child”, he is devoted to his garden as much as he is to his children.
- The love for his garden is shown again in the **hyperbole** “He swept its paths / Ten times around the world”. One of the few times Skrzynecki uses hyperbole in his poems
- Alliteration and sibilance are used to emphasise this love for his garden – “mind’s making” and “sunrise to sleep”

Stanza Two:

- This stanza shows how hard this father worked and the poet marvelling at his ability to keep on going – “I often wondered how he existed / ... / Why his arms didn’t fall off”
- **Garden imagery and simile** is used to once again show the Feliks’ connection to his garden – “... fingers with cracks / Like the sods be broke”

Stanza Three:

- The third stanza refers to **social belonging**. His father reminisces with his friends about Poland – this is where he feels as if he still belongs.
- It is told from the perspective of Peter who does not share the memories of his father and his friends and therefore does not really belong.
- “That formal address / I never got used to” is a cultural barrier because Peter does not belong to the world of his father. Also shows a lack of belonging over time.
- His father’s agricultural abilities are shown through sibilance – “skilled in slaughtering”.
- “Five years of forced labour in Germany / Did not dull the softness of his blue eyes” – juxtaposition is used to show his strong will and stoicism.

Stanza Four:

- Shows his father’s strong will and positive attitude on life even though “... twice / They dug cancer out of his foot”. This direct speech shows the vividness of the memory, he can remember the exact words.

Stanza Five:

- “Growing older” – shows a change over time (**belonging over time**).
- “Remnants of a language / I inherited unknowingly” – shows that he did not make a conscious decision to learn Polish and all he has left now are leftovers. Language is something that connected his world and his father’s world and he only has remnants now.
- Peter describes the Polish language as a “curse” because it is a barrier to belonging.
- This is shown through “... that damned / ... / Department clerk / Who asked me in dancing-bear grunts **[metaphor]** / “Did your father ever attempt to learn English”.

Stanza Six:

- A passing once more of time is shown by “geraniums younger / Than both parents”
- His father is content with the world that he has created for himself, he feels as if his garden is a place where he belongs. Even though it is a world that he has created for himself (the “Joneses of his own mind’s making”)



- However, the poet states that his father is "Happy as I have never been". Peter wishes that he could share in the world that his father has created however he recognises that he never will.

Stanza Seven:

- "At thirteen" – showing a progression back in time.
- Peter struggles with learning Latin and at the same time forgets his "first language" of Polish.
- A turning in the poet is "... like a dumb prophet". The father can see what is happening as can Peter but neither can do anything to prevent the inevitable. Dumb as in can't speak and prophet is someone who can see the future.
- The literal barrier of Hadrian's Wall is also used as an extended metaphorical barrier between father and son.

Quotes:

- "My gentle father / Kept pace only with the Joneses / Of his own mind's making –" Skrzynecki's father did not feel the need to belong to the outside world but instead only to the world which he had created for himself in his mind. Use of the words "gentle father" sets the tone of the poem, it is a reflective piece.
- "Hands darkened / From cement, fingers with cracks / Like the sods he broke" this is a continuation of the soil and Earth imagery that is also shown in other poems such as 10 Mary Street. Use of the simile shows the connection that Feliks has with the soil and this is where he belongs.
- "I thought... Feliks Skrzynecki, / That formal address / I never got used to." The poet cannot relate to his father's friends and the names that they call him as he does not (and never will) belong in their world. They come from another time. This is part of language and not being able to relate and belong (lack of understanding).
- "Who asked me in dancing-bear grunts: / 'Did your father ever attempt to learn English?'" Use of the direct quotes shows the immediacy of the memory and the colon adds a pause before the quote for more impact. Here both the father and son are together in their hatred for the clerk. The clerk shows ignorance when he makes that statement. This shows language as a barrier to belonging. The metaphor is used in a derogatory way.
- "Remember words he taught me, / Remnants of a language" language as a barrier to belonging. He can only remember a few words, he is slowly distancing himself from his father's world. The Polish language was one of the few connections between the two worlds and the poet is slowly forgetting Polish.
- "... like a dumb prophet, / Watched me pegging my tents / Further and further south of Hadrian's Wall." This is an extended metaphor as explained in Stanza Seven above

### HADRIAN'S WALL

---

Hadrian's Wall was created by Emperor Hadrian to keep the "barbarians" out of the "civilised" South of England under Roman control. In the poem, the reference encapsulates the poet's struggle with his own identity. He is "at war" with himself, pegging his tents further and further south of Hadrian's Wall. The military image captures the conflict that he feels about the cultural distance he feels between his father's world and the world he is moving into.

	St Patrick's College
Summary of Content	<ul style="list-style-type: none"> <li>• Talks about his time at school and his <b>great dislocation</b></li> <li>• His mother enrolls there because she wants him to belong to the world of success but he feels as if he never belongs there</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Wants the son to belong to a world of education, prosperity, a different world to hers, the world of her employer's sons.</li> <li>• However, experiences no sense of belonging (no references to inclusion, friends, activities, familiarity, fondness)</li> <li>• Similes emphasise the sense of his <b>alienation and displacement</b> – "like a foreign tourist"</li> <li>• He is isolated from his peers – no common links, they come from money, middle-upper class.</li> <li>• Negative imagery of "our Lady" overshadowed by clouds has negative connotations about belonging.</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Feels like a "foreign tourist" even after eight years at the school</li> <li>• Uncertain of his destination</li> <li>• On his last day, he still does not feel as if he belongs to the school</li> <li>• There is <b>darkness</b> constantly around him all through those eight years</li> <li>• Institutional alienation</li> <li>• Lack of knowledge – naïve about the school motto. This shows a clear lack of <b>understanding</b></li> <li>• Repetition of "eight years" – a [lack of] belonging over time</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>• "Like a foreign tourist uncertain of my destination Every time I got off"</li> <li>• "That the darkness around me wasn't 'for the best' Before I let my light shine"</li> <li>• "Our Lady still watching / Above, unchanged by eight years' weather"</li> </ul>

## Stanza One:

- "Impressed by the uniforms / Of her employer's sons" – this shows that his mother wished for him to belong to the world of her employer's, the world of education and prosperity. A different world to hers.
- "With never a thought / To fees and expenses – wanting only / 'What was best'" – his mother did not care about the fees and would do whatever it took for him to belong to a better world. The use of the hyphen (**punctuation**) shows the emphasis on the direct quote "what was best" a somewhat ironic statement. The direct quote shows the immediacy of the memory for him.

Stanza Two:

- “Our Lady” – is the protector of the school, this **image is contrasted** with;
- “Her face overshadowed by clouds” which is an ominous image. The dark overshadowing her face does not appear welcoming as it should. Perhaps an omen for his time there?
- “Luceat Lux Vestra” – lit. “Let your light shine”. Contrast of **dark and light imagery** between the overshadowed face and letting your light shine. The language of Latin is not understood by the persona, the statement is ironic towards the end of the poem.

Stanza Three:

- Stanza three talks about the eight years that the poet “walked Strathfield’s paths and streets”[sibilance] but never really feels at home, never feels as if it is a familiar place through the use of the simile;
- “Like a foreign tourist / Uncertain of my destination / Every time I got off” you would think that after eight years, he would have some sense of familiarity however for the duration of his attendance at school he never feels as if he really belongs instead feels like a **“foreign tourist”**

Stanza Four:

- Stanza four simply talks about his school routine and life at St Pats. Learning The Lord’s Prayer, doing his homework, conjugations etc.

Stanza Five:

- “Our Lady still watching / Above, unchanged by eight years’ weather” – this is a metaphor representing his belonging at the school. When he arrives, Our Lady’s face was overshadowed by clouds and he felt as if he did not belong. Over these eight years, Our Lady’s face has not changed and neither has his feeling of belonging. A strong representation of **belonging over time**.
- On his last day, he counts the pages of his Venite Adoremus in his head possibly hoping that after these eight years of alienation, a cycle of belonging may begin
- To emphasis more his alienation, even on this last day he remembers only “Voices at bus stops, litanies and hymns” [**technique of accumulation**]. The use of the word voices has less friendly connotations than words such as “friends” or even ad/verbs such as “happy”, “friendly” voices. His **memories** are only **those of alienation**.
- “Prayed that Mother would someday be pleased / With what she’d got for her money” – Poet does not feel as if he gained anything from his experience at St Pats and simply did it for his mother.
- “That the darkness around me / Wasn’t ‘for the best’ / Before I let my light shine”. Once again, the continuation of the light/dark imagery started in the second stanza.

"The darkness around me" clearly shows to the reader that he did not belong in addition to the shadows and clouds imagery.

- The poem ends with a more positive feeling from the poet that after this period of darkness he may be able to find about who he really is (identity)

#### Quotes

- "Impressed by the uniforms / Of her employer's sons, / ... / With never a thought / To fees and expenses - wanting only / "What was best"." The **direct quote** shows the **immediacy of the memory**, it is clear to him why he was sent to St Pats because his mother wanted him to belong to a different world, one that she associated with success and education.
- "Our Lady watched / With outstretched arms, / Her face overshadowed by clouds" Here the Lady is meant to be a protecting figure for the school however the poet remembers the image with **negative connotations**, that the face was overshadowed with clouds and darkness. The school is not a place where we feel the poet thinks he is happy.
- "I stuck pine needles / Into the motto / On my breast: / Luceat Lux Vestra" This shows the naivety of the poet and the lack of knowledge/understanding about language. Contrast of light and dark imagery from above. The **colon** creates a **pause** before the motto.
- "Caught the 414 bus / "Like a foreign tourist" / Uncertain of my destination / Every time I got off." Use of the simile comparing the poet to that of a foreign tourist, a clear reference to the persona not fitting in, or belonging. And is "uncertain of my destination", showing his uncertainty just like in Ancestors and Postcards.
- "Voices at bus stops, litanies and hymns / Taking the right-hand turn / Out of Edgar Street for good;" The **semi colon** breaks up the memories. Here the poet has used the technique of **accumulation** where he has listed all of the things he recalls, particularly those that make him feel that he does not belong.
- "That the darkness around me / Wasn't "for the best" / Before I let my light shine" The motif of light and dark is continued in the last lines of the poem. The school motto is referenced for **ironic effect**. The poet also states that during all those eight years, there was constant darkness, his experience at the school has done nothing for him and he only really did it for his mother.

#### VENITE ADOREMUS

---

"O come let us adore him". These words from an ancient hymn invite us to worship Christ in a new circle of life.

	Postcards
Summary of Content	<ul style="list-style-type: none"> <li>• A friend has sent a postcard of Warsaw to show it to his parents however the image of Warsaw “haunts” him and he questions his Polish heritage</li> <li>• His reaction to the image that it conjures.</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Poet feels excluded from Warsaw</li> <li>• Migrants belonging to a memory</li> <li>• A connection to the birthplace of his parents</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Poet has never been there – [not] belonging to a place</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>•</li> </ul>

	Ancestors
Summary of Content	<ul style="list-style-type: none"> <li>• Poet reflecting on his ancestors</li> <li>• Asks many rhetorical questions</li> <li>• Written in the second person</li> <li>• A poem about heritage and struggle</li> </ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Barriers to belonging: <ul style="list-style-type: none"> <li>• Language modes</li> <li>• Forms</li> <li>• Features</li> <li>• Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical questions are used to create a sense of uncertainty about his belonging.</li> <li>• A (-) is used to create a pause and uncertainty again – punctuation.</li> <li>• The poem is written like a dream to create a surreal feeling</li> <li>• There is the idea of language as a barrier</li> </ul>
Significant quotes and meanings	<ul style="list-style-type: none"> <li>•</li> </ul>

	In The Folk Museum
Summary of Content	<ul style="list-style-type: none"><li>•</li></ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"><li>• Language modes</li><li>• Forms</li><li>• Features</li><li>• Structure</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Perceptions of/ideas about belonging: <ul style="list-style-type: none"><li>• Language modes</li><li>• Forms</li><li>• Features</li><li>• Structure</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Significant quotes and meanings	<ul style="list-style-type: none"><li>•</li></ul>



## POSSIBLE RELATED TEXTS

- ❖ Neighbours by Tim Winton
- ❖ The Catcher In The Rye by JD Salinger
- ❖ **Brave New World** by Aldous Huxley
- ❖ The Phantom of the Opera (2004) Music by Andrew Lloyd Webber
- ❖ **Dreams From My Father** by Barack Obama
- ❖ Wicked (Broadway Musical) Music by Stephen Schwartz

## BRAVE NEW WORLD

**Title:** Brave New World

**Composer:** Aldous Huxley

**Source:** Longman

**Date of Publication:** 1932

**Type of Text:** Fiction Novel

**Summary of the text:** A futuristic, utopian world set in AD2540 (AF 632, Year Zero being 1908, the year in which Henry Ford produced the Model T Ford) where the world is one state. "Everyone is happier now", humans are genetically engineered and conditioned to believe the values of the state (such as consumerism) and only a select few people are individuals. Those who are individuals are social outcasts in this utopic world and deemed a threat to stability.

**In what ways does this text explore the development of belonging through connections to people, places, groups, communities or the larger world?:**

- Belonging to people: BNW explores the concept of belonging with "everyone belongs to everyone else". The Savage is confused about this idea which goes against all his morals and values. He believes that one person should only belong to another person (eg: marriage) because this was what he was taught on the Reservation, this conflicts with the idea of the new world.
- Belonging to groups/society/communities: Belonging to society as a group is challenged in BNW. We the reader see the irony in the statement "Community, Identity, Stability" – the World State motto. The reader can see that characters such as Helmholtz and Bernard are different to everyone else (Identity) however because they are individuals, they feel as if they do not belong to the Community, they are ostracised. Those who do not belong to the group, have some individuality and identity are shipped away as they threaten stability.
- Belonging to the world at large: We can see that in BNW, the whole world is one large group, therefore, if you do not belong to the world society, there is no place for you in it. The Savage is a good example of what can happen to you if you do not belong anywhere in the world. He does not belong to either world and ends up committing suicide.

**In what ways are identity, relationships, experience and understanding significant in this exploration of belonging?:**

BNW explores the concept of identity and belonging. Many of the humans that inhabit this new world are conditioned from a very early age to accept what the state wants and to not question. They perform routines and tasks automatically as they have been drilled into them. There is a use of **repetition** of quotes, sayings and phrases throughout the novel which shows that these humans are simply **mindless**. There **is no sense of self identity**, individuality but rather state governed identity. Each caste within this world is conditioned to believe that their life is the happiest and best life for them. This state dictated sense of identity, of belonging to a certain group is evident throughout the novel.

Whereas, John, having grown up on the Reservation and read Shakespeare, has the experience and understanding to **compare and contrast** the two worlds. He can explore alienation and belonging like no other character as he has not had the severe influence of conditioning from an early age. It is through the use of this highly unrealistic character that Huxley explores the sense of belonging or alienation in the case of the Savage.

**In what ways does this text show the potential of an individual to challenge or enrich the lives of others?:**

The text BNW demonstrates quite clearly the ability of an individual to challenge authority and question if they really belong. Helmholtz and Bernard both challenge society and its idea of belonging however they keep these thoughts to themselves for fear of reprimand. It is only the Savage that challenges the life of others however he does not succeed as he does not understand that due to their conditioning, the Delta's will never see the reality. Deltas have not been conditioned to think about the negative effects of Soma hence, the Savage is powerless to change/enrich the lives of others.

**In what ways does this text **reflect attitudes to belonging** that have been **modified over time**?:**

BNW compares the attitudes to belonging over time through the use of the Savage and his knowledge of **Shakespeare** and the Reservation. The Reservation could be considered a time warp as it has not experienced the effects of "civilisation" and so practises and values that existed hundreds of years ago have not changed that much (eg: Jesus, marriage, ceremonies, rituals). The Savage, an avid reader of Shakespeare also interprets from his readings what it is to belong to a society. When placed into the new world, the Savage is very confused as this new sense of belonging does not match the Reservation or Shakespeare and we the reader can see the clear demarcation between old attitudes and new attitudes.

**How does the text represent **the issue of not belonging**? Include in your assessment any barriers to belonging explored in the text as well as an individual's choice not to belong.**

BNW succinctly represents the issue of not belonging. It is those characters who do not belong, are individuals in this mindless society that are shunned and others whisper about. Bernard is one of the few who do not belong, he does not enjoy sports, likes crowds and is

unhappy. Initially, we see Bernard as an individual, someone who stands up for their rights and battles against the system. However, we see that his **discontent about his life stems from his alienation in society**. When he returns from the Reservation, he becomes a hero and socially accepted, he also becomes more happy and enthusiastic about life. Bernard accepts life in the World State when he is accepted and this can also be seen as a challenge to belonging in BNW.

Those who are different, think differently or act differently are not accepted, do not belong and it is these people who challenge the State. The individuality is the barrier to their acceptance into society and with the acceptance, the feeling of belonging.

In BNW, we also see an **individual's choice to not belong**, demonstrated in the Savage. After having "tasted civilisation" and finding it unpalatable, the Savage decides to live his own life, away from the hub-bub of London. This is a direct choice not to belong to society, he is hoping to find his own little niche where he may settle down and "belong" on his own terms however, civilisation catches up to him and in the end, it forces him to take this life.

**How does this text use **language forms and features** to construct its ideas about belonging? In your response you must discuss 3 specific techniques and cite examples of them:**

- Repetition: **Repetition is the basis on which the society is built.** "Moral Education" as taught through the process of hypnopaedia has drilled into the minds of citizens the key values and morals that the World State wants them to grow up with. Repetition is used throughout the play for differing effects. Much of the time it is used ironically such as the repetition of the World State motto "Community, Identity, Stability" when we the reader know that there really is no such thing as Identity as we know it. We also see constantly throughout the play various characters repeating such phrases as "everyone belongs to everyone else", a key belonging phrase. Other examples include: "everybody's happy nowadays", "when the individual feels, the community reels" which has taught the citizens from a very early age to reject individualism.
- **Symbolism (Themes, Motifs):** There are many symbols and motifs throughout the novel, two key ones which relate to belonging include:
  - Alienation: The motif of alienation contrasts that of the total conformity which permeates the World State. Bernard Marx is alienated because he is a misfit, too small and physically defective for the position that he was conditioned for. Helmholtz Watson is the opposite, he is too intelligent even for an Alpha Plus and his superiors believe that he does his job too well. John is alienated on multiple levels, at the Indian Reservation, they reject him because he is white and his mother was not born on the Reservation, but he is also unwilling and unable to fit into the World State and therefore he cannot

belong. "If one's different, one's bound to be lonely". Alienation is a key feature that drives the story and a key aspect of (not) belonging.

- Soma: The drug soma is a symbol that represents religion to control society, it is also a symbol of the power of science and technology. By taking soma, the citizens of the World State can have instant gratification and this drug is a key weapon in the World State's arsenal to control the populace. It is a barrier to individuality and therefore a barrier to belonging.
- **Juxtaposition:** Many key elements are juxtaposed against each other to emphasise the point which is mainly changing attitudes to belonging over time.
  - The Reservation and Civilisation: The two completely different worlds are compared to each other to show differences in belonging over time and how social attitudes change. The reservation has not changed in time and therefore represents the old values of belonging. When Linda, who represents new ideals of belonging, is thrown in there, she does not fit in.
  - Savage and Mond: Here we see a clash of ideals. On one hand, the Savage is suggesting that old things are good and the new citizens should be allowed to access old texts with Mond arguing that if they have time for reading, they won't consume and will start thinking about their lives, society and where they belong in it. If they do this, stability is at risk.

## OTHER RELATED TEXT - DREAMS FROM MY FATHER

Obama's biography reveals many insights into the concept of belonging. In this extract Obama is explaining the origins of his name Barack to his aunt, Regina. He carries his father's name which means "blessed" in the Muslim religion. His father Americanised his name to Barry when he arrived in the United States. This name was passed onto Barack "So I could fit in" This shows the cultural obstacles to belonging and the choices made to belong by Americanising his name. His Aunt reveals the importance of connections to place and family by her accounts of her impoverished childhood in Chicago. The metaphor "the stew of voices bubbling up in laughter" captures the warmth, happiness and the importance of family to her.

For Obama this account presents him with a "vision of black life in all its possibility, a vision that filled me with longing-a longing for place, and a fixed and definite history" The repetition of the words vision and longing evoke the desire of Obama to gain a sense of belonging. It is as though for the first time he can understand that a black life in the world is possible and that he could belong to it. He craves to belong to a particular place and a fixed and definite history; as opposed to his diverse and multifaceted past. Like Skrzynecki he has a longing for a past that is his, where he belongs, a clear sense of his own identity.

The strong sense of Obama's personal voice is conveyed in this extract. He himself claims that after a long absence he felt his voice returning to him after that conversation with his aunt Regina. It grew "stronger, sturdier, that constant honest portion of myself". He is feeling more confident and secure about his identity. As a result he expresses this connection with his past self and his potential self with the secure metaphor that this voice was "a bridge between my future and my past". Obama has made a firm connection with his past and his future sense of his identity and purpose. This is in contrast to Skrzynecki who does not successfully resolve the conflict between his parent's heritage and his own identity. It is a continual struggle and source of conflict to him throughout the poems of Immigrant Chronicle as he wrestles with the uncertainty of "what's my choice to be?" He is unable to make the bridge with his past and attempts to reject the world of his parents without finding a comfortable sense of his own identity.

## GOOD ESSAY QUOTES

- **Define belonging:** Without understanding, one cannot accept or understand their identity. Identity is a key factor to belonging, knowing who you are and where you belong. Without understanding this, you cannot truly belong.
- **Outline prescribed text:** Peter Skrzynecki in *Immigrant Chronicles* details his struggle in finding where he fits and bridging the divide between his world, his parents and those of his school peers. This divide is best shown in the two poems "Feliks Skrzynecki" and "St Patrick's College"
- **Outline related text:** In *Brave New World*, John the Savage also struggles in finding which world he belongs to, the Reservation of modern London.

## BELONGING AND IDENTITY

A divide between two worlds and it up to the individual to bridge the divide between two communities. Only in this way, can they belong fully otherwise they will be caught in between the two worlds.

Influences to belonging:

- Parents:
  - Feliks and the influence that he had on Peter in growing up, the disconnect between father and son. How the son never belonged to his father's world and his father did not belong to his. Shown through the extended Metaphor of Hadrian's wall. Peter can connect with his father on rare occasions such as when they have a shared hatred for the clerk.
  - Dreams From My Father: Obama's father tried to make him belong more by Americanising his name to Barry instead of the Hebrew version of Barack. "So that I could fit in". The deliberate choice made to belong through the Americanisation of his name. His friend Regina explained the importance of family to her and this leads to a turning point in Obama's life where he wants to truly find out who he is, find self identity and accept it.
- Institutions:
  - St Pats was the school that Peter went to. His mother made him to there because she believed that "it was for the best". Even after all those years, he still did not feel as if he belonged. Shown through the positive image of "our lady" being overshadowed by the negative connotations of darkness constantly over the years (metaphor). The uncertainty shown by the fact that he feels like a "foreign tourist / uncertainty of my destination". St Pats only served to confuse his understanding about self identity and individual belonging.
  - Brave New World: Community, Identity, Stability. The govt controls all aspects of people's lives. They have no sense of individual identity but only community identity. "everybody belongs to everyone else". The institutional control of society and govt in influencing belonging. When the Savage with his own sense of belonging is thrust into the new world, he is unable to fit in. He does not bridge the two worlds and kills himself because of that.
- Environment:
  - Feliks: father belongs to the garden and always felt at home. He belongs to a world "of his own minds making". He is happy here but Peter admits that he will never belong. His father also belongs to the environment with his friends talking about Europe whereas Peter does not (due to language barriers)



- 10 Mary St: “swept it’s paths 10 times around the world” shows that his father is also very intimate with his garden and there is where he feels at home.

#### Barriers to belonging:

- Language:
  - Feliks: “that formal address I never got used to” shows how alienated the person felt from his father as he “never got used to” the unusual address. Peter is caught between his father’s world and his new world. He “forgets his first Polish word” – the war “jar” but at the same time “stumbles over Caesar’s Gaelic Wars”. His father is like a “dumb prophet” and is unable to prevent him from going “further and further south of Hadrian’s Wall”. He is unable to bridge the divide between the two worlds.
  - Dreams From My Father: How his name means “blessed” in Arabic but he Americanises it to “Barry”, “so I that I could fit in”.

#### Identity:

- Self-Identity:
  - Dreams From My Father: Obama realises that he doesn’t want to be Americanised to Barry, but that he wants to find his own self identity, where he fits in and this leads to a turning point in his life and he becomes more involved. He has bridged the past and the present (unlike Peter) and develop as a person. Desire to understand his past (like Peter in Postcards, Ancestors), where he belongs and a sense of his own identity.
  - St Pats: St Pats motto of “let your light shine” is contradictory to the actions that Peter takes. We see no examples of him fully developing into who he really is. Because the at the end of the poem, he hopes that he can finally “let his light shine” suggesting that so far he hasn’t. St Pats as an institution has not helped him shape his identity.
- Community Identity:
  - BNW: The state controls who you are from the very early age placing you into social castes.

## MODULE A: COMPARATIVE STUDY

In your answer you will be assessed on how well you:

- Demonstrate understanding of the meanings of a pair of texts when considered together
- Evaluate the relationships between texts and contexts
- Organise, develop and express ideas using language appropriate to audience, purpose and form

### BLADE RUNNER AND FRANKENSTEIN

- BR and FS both focus greatly on the - "eyes being the windows to the soul".
- the diptych shows the importance of nature especially the sublime
- questions that we as humans should be asking ourselves such as "what is social justice" and "should humans play god?".
- In the case of FS the power of nature is juxtaposed with the dystopian world of BR and the lack of nature
- Many characters find peace in nature, for example, Victor Frankenstein says "These sublime and magnificent scenes afforded me the greatest consolation that I was capable of receiving
- This is represented in the diptych by the mountains and the ocean on the left side.
- Everything in BR is artificial and man-made such as the animals, replicants, the environment, even the concept of "god" is artificial.
- There are no mountains, instead the tallest objects are the two great pyramids of the Tyrell Corp shown on the right side of the diptych.
- It is the Sun that allowed natural life to grow on Earth but this job of "creating life" has been taken over by the Tyrell Corp with the creation of replicants. Interestingly, the Sun can only be seen at the top of the Tyrell Corp indicating that corporatism has taken over what should belong to nature - life.
- An interesting idea that both texts show is Technicism which is the concept that all of our problems will eventually be controlled using technological means with the fear that we will blindly accept it.
- It is one of the first warnings and Ridley Scott in BR.

- Technology is everywhere in BR, it dominates the lives of the inhabitants of Earth and off-world colonies.
  - It is through its use of technology that the Tyrell Corp is able to commodify life, such advancements as the Human Genome Project and Dolly the Sheep are represented by the strand of DNA on the right.
  - It is technology in BR that contrasts with the omnipotent presence of nature in FS. Nature in FS dominates whereas in BR it is technology
- 
- Both ask questions about justice, particularly social justice. Social justice is a key theme in FS and poses many questions (shown by the question marks on the left). FS discusses the lack of social justice during Shelley's time
  - Legal justice is also explored through characters such as Justine Moritz and how the creature manipulates the law for his benefit.
  - Shelley is very critical of social status being structured around wealth and lineage.
- 
- Social justice is a large theme in BR as well
  - Roy ironically misquotes Blake's prophecy to America "fiery the angels fell".
  - The injustice of society is epitomised by Eldon Tyrell. Here is a man who lives in grandeur while the people below in the city live in squalid conditions.
  - Eldon Tyrell is a greedy man, even at night, his mind is focused on commerce and 2019 is ruled by big corporations, there is no higher power above that of Tyrell Corp. It is this greed that has destroyed the Earth but instead of refraining, Tyrell takes the greed to another level creating replicants to help colonise other planets where humans can continue consuming.
  - There are parallels to Victor FS, his greed for knowledge, and the creation of his monster. Greed without consideration of the consequence of one's actions is a key concern raised in BR and FS.
- 
- The meaning of what it is to be human is raised greatly in both texts. FS's monster has all characteristics that we would classify as defining "human" yet he is rejected by the human population
  - Should we as humans play god? It is a key question asked during both texts.
- 
- BR quite clearly poses the question of what it means to be human. The diptych clearly shows that the eyes are an important part of what it is to be human. It is said that the eyes are the window to the soul.
  - Tyrell in BR is "god", he is the creator of life. The main image in the diptych represents this.

- During the beginning of the film, we see the pyramid shape of the Tyrell Corp and a flame reflected in the eye. This is a direct reference to the Eye of Providence which represents the Great Architect of the Universe which could be interpreted as Tyrell.
- To understand both texts fully, context should also be understood.
- FS was written during the romantic era and the backdrop of the French Revolution.
- It focused on the awe inspiring sublimity of nature, challenged social and political standards. Shelley has used romantic ideas throughout her novel.
- The French Revolution also inspired new ideas of social justice and challenged the status quo of the time.
- Shelley was also inspired by the literature of the time mentioning texts such as Voulney's *The Ruins* and Milton's *Paradise Lost*.
- BR also draws strongly on some of the ideals of the romantic period.
- Indeed Roy Batty ironically and deliberately misquotes Blake's prophecy to America as a comment on the "American dream".
- Written during the 80's, BR also draws in concerns of the time. The Cold War posed a threat of nuclear apocalypse and Japan was an emerging economy expected to overtake the US. The destructive effects of greed was also a huge concern.
- Both BR and FS raise very important questions, questions that over time have not changed.
- Issues are still around today just as they were during the 1800's and the 1980's.
- Even though the setting may have changed from Shelley's time of mountains, fjords and lakes to Scott's futuristic 2019 Los Angeles, the key ideas over time have not changed.

## BLADE RUNNER NOTES:

### Quotes:

- Rachael:
  - “Have you ever retired a human by mistake”
  - “I’m not in the business, I am the business”
  - “Did you ever take that test yourself”
- Dr Tyrell:
  - “Commerce is our goal here at Tyrell Corp – more human than human is our motto”
  - “The light that burns twice as brightly burns half as long”
- Roy:
  - “Fiery the angels fell”
  - “If only you could see what I’ve seen with your eyes” works two ways, as the man did make his eyes
  - “We’re not computers, we’re physical”
  - “It’s not an easy thing to meet your maker”
  - “Moments lost in time, like tears in the rain”
- Priss:
  - “I think, therefore I am”
- Opening Title:
  - “replicants” in red
  - Eerie music sound effects
- Opening Scene:
  - Fireballs from large towers – link to the Prometheus fire?
  - Lightning
  - The Eye with the reflection of fire in it (all seeing eye, eye motif)
  - Pan up to Tyrell Corp – the massive pyramid
  - Film Noir techniques: blue light filtering through smoke, silhouettes, fans
  - Mechanical eye/Camera – breathing
- Asian dominated landscape
- Advertising floats – off world, “golden land”, continuation of the American Dream offworld as the Earth has been destroyed. Intrusive
- Use of neon colours
- Constant rain
- Repeated images of the fan (Film Noir).
- Origami: figure made when Deckard is about to leave, Gaff only leaves origami figures when there is a replicant around.

- Roy Batty – his profile shows that he has been designed to be perfect both physically and mentally.
- Tyrell Corp over powers the entire city
- First sighting of the sun is seen at the top of the building of the Tyrell Corp, the life giving force of nature can only be seen at the Tyrell Corp (symbolic of the Tyrell Corp being the life giving force).
- Room needs to be dimmer (life giving force blocked out) so that the science can be used (VK test).
- Use of Film Noir techniques, bands of light and smoke filtering in
- Compare the inside of Tyrell Corp to the squalor below (social justice and inequality in this new world)
- We can't see Tyrell's eyes as he wears glasses and this reflects the light off them (the eye/seeing motif)
- Origami figure is left at Leon's place (Gaff leaving origami figures at places where replicants have been)
- We see fire burning in the streets (Prometheus)
- Roy visits the eye shop (seeing motif again)
- Roy misquotes Blake for dramatic effect – ironic as it was Blake's prophecy to America about the American dream (and we see what is now left of the American dream, sweatshops and off world colonies)
- When Deckard realises that it was a mistake to tell Rachael that she is a replicant, there is soft piano music as a contrast to the harder sci fi music before
- Light filters in through fans, gratings (Film Noir)
- Deckard's unicorn dream – one of the few signs of life, of something natural in the film
- Zora's death deconstruction: slow motion, crashing of glass, effective use of music to build mood, beating of the heart in the background. Effectively shows her natural human instinct to survive despite replicants not having any emotions.
- Roy gets upset and emotional when telling Pris that Leon is now dead and that there are only two of them. He is much like a father to them. He also shows emotion (unlike what replicants are meant to show).
- At night, Tyrell's mind is still on commerce, trading shares
- Roy beats Tyrell (his creator) at chess, showing his superior intellect
- Tyrell's inner sanctum is shown to be very opulent (social injustice)
- The death of Pris is very violent, screaming and thrashing. Very inhumane similar to Zora's horrific death
- Roy shows an emotional response to Pris' death (unlike supposed replicant behaviour)
- At the end, we see a blue sky and a dove flying away. Roy's death is very "prodigal son", Jesus-esque.

- Gaff's small unicorn is seen again at Deckard's apartment – knowledge that Deckard is a replicant? Implanted memories?

## COMPARISON BETWEEN FRANKENSTEIN AND BLADE RUNNER

- Both texts are written many years apart but they both convey the same message
- Both texts convey the same messages:
  - Social Justice
  - Science vs Nature
  - Technology Advancements
- Different contexts but same content. Many romantic ideas from Shelley's era carried over in Blade Runner.
- Social Justice:
  - Blade Runner:
    - Idea of social justice prevalent
    - Squalor of 2019 Los Angeles juxtaposed with the pyramid, god-like, opulent environment that Tyrell lives in
    - Tyrell: Profit is our goal here at Tyrell
    - No matter the consequence such as depleting the Earth, destroying the environment, forcing people to work in sweat shop conditions
    - Goal: to make money
    - Greed has no bounds. For example, Tyrell created replicants to colonise other worlds to continue human consumption as Earth is depleted and over crowded.
    - Roy misquote: Fiery the angels fell
    - Comment on the disaster of the American dream, that the land of "golden opportunities" is now off world.
    - Only those who have wealth, social status can live in decent conditions off world. Eg: Sebastian failed the medical so he can't live off world.
    - We create the replicants so that they can do our dirty work such as violent/dangerous colonisation for us
  - Frankenstein:
    - Shelley was critical of society in her writings and great social injustices are shown through it.
    - The monster realises that to be anything in the human world you need lineage and money and without both you aren't anything
    - Reference to Volney's The Ruins is also made in the text as Shelley was influenced by the writings
    - Injust: Justine was hung for a crime that she did not commit because the monster knew how to manipulate the legal system

- Injust: the monster was chased, harmed because of his appearance and no regard for this intelligence or personality
  - Does the monster not portray human qualities such as showing emotions, intelligence, thought, ability to express himself.
- What it means to be human?
  - Blade Runner:
    - Replicants “unable” to feel emotions however they demonstrate that they can
    - Replicants have human instincts. Zhora’s death when Deckard “retires” her is very violent. As is Pris’ death. Roy shows great emotion when he howls at Pris’ death. Their natural instinct to live also reinforces their human emotions
    - Zhora and Pris are humans and leaves us questioning why they needed to be terminated
    - Rachael: Have you ever retired a human by mistake
    - Deckard questions his own humanity like Victor Frankenstein
  - Frankenstein:
    - The impact that science on humanity
    - Monster shows human traits yet is not accepted in human society. Why? Because of his looks
    - Leads us to question the impact that men meddling with science has on society esp. by creating life.
    - Raises questions about playing god and the responsibilities that come with that
    - Shelley is critical of the impact of technology has on the world at the time being a romantic writer.
- Science vs Nature:
  - Blade Runner:
    - Science dominates this world with no room for nature
    - Nature still makes an appearance eg: sun able to be seen at the top of the Tyrell Corp
    - Natural life giving force of the Sun has been replaced by the ability of Tyrell Corp to give life (symbolic)
    - Role of nature has mainly been taken over by science and Tyrell
  - Frankenstein:
    - Sublime in nature a focus, its healing powers
    - Victor Frankenstein: These sublime and magnificent scenes afforded me the greatest consolation I was capable of receiving”
    - Even the monster finds the power of nature restorative
    - Contrasts to the development at the time of natural philosophy
- Religious Iconography:



- Blade Runner:
  - The constant eye motif is a direct reference to the Eye Of Providence or the Great Architect Of The Universe
  - Eye could be Tyrell's as he is the modern version of "god" being able to give and take life
  - Pyramid buildings, ancient Egyptian reference
- Frankenstein:
  - References made to Milton's Paradise Lost
  - Monster compares himself to Satan
  - Proposes to Victor that he is his Adam and demands an Eve
  - Demands that as creator he has a responsibility to him
- Myth of Prometheus:
  - Blade Runner:
    - The flames in the opening scene and in the streets referencing the Promethean Legend.
    - Tyrell exhibits the hubris that Prometheus did in assuming that he is making the world a better place
  - Frankenstein:
    - Victor is the "modern Prometheus" (subtitle) as Prometheus and Victor show the same hubris when it comes to assuming that they are gifting the world something incredible

## FRANKENSTEIN QUOTES

- Social Justice
  - “Men appear to me as monsters thirsting for each other’s blood”
  - “O praise the eternal justice of man”
  - “I heard of the division of property, of immense wealth and squalid poverty; of rank, descent, and noble blood”
  - “Am I to be thought the only criminal, when all human kind sinned against me?”
- Nature
  - “The magnificence, the eternal of such scenes”
  - “These sublime and magnificent scenes afforded me the greatest consolation I was capable of receiving”
  - “My spirits were elevated by the enchanting appearance of nature”
  - “Poetry of nature”
- The Monster
  - “Abhorred monster! Fiend thou art!... Wretched devil!”
  - “I was in reality the monster that I am... bitterest sensations of despondence and mortification”
  - “Was man, indeed, at once so powerful, so virtuous, and magnificent, yet so vicious and base?”
  - “I am malicious because I am miserable”
  - “Evil thenceforth became my good”
  - “But now crime has degraded me beneath the meanest animal”
- Man Playing God
  - “That I may extinguish the spark which I so negligently bestowed”
  - “Thou hast made me more powerful than thyself”
  - “I am thy creature... my natural lord and king”
  - “Duties of a creator towards his creature”
  - “My heart often sickened at the work of my hands”
  - “You are my creator, but I am your master – obey!”
  - “In a fit of enthusiastic madness I created a rational creature”
- What it means to be human
  - “But am I not alone, miserably alone”
  - “What did this mean? Who was I? What was I? Whence did I come? What was my destination? These questions continually recurred, but I was unable to solve them”
  - “His tale, and the feelings he now expressed, proved him to be a creature of fine sensations”
  - “Who in all probability was to become a thinking and reasoning animal”
  - “No creature had ever been so miserable as I was”

## MODULE B: HAMLET

In your answer you will be assessed on how well you:

- Demonstrate an informed understanding of the ideas expressed in the text
- Evaluate the text's language, content and construction
- Organise, develop and express ideas using language appropriate to audience, purpose and form

### THEMES:

- Hamlet is a revenge tragedy. Shakespeare has used a Kydian Revenge Tragedy as a Framework to convey his themes and ideas.
- A commentary on society and humanity of the time, although some of these themes are relevant to this day
- Meaning of Life/Human Condition:
  - Hamlet questions his purpose in life
  - Wonders if Caesar might "stop a hole" or if Alexander would "stop a beer barrel"
  - Hamlet contemplates suicide when he thinks about how pointless life is – "this too too solid flesh would melt" but relenting because "God has fixed his gun 'gainst self slaughter".
  - Thoughts particularly come out during his soliloquies
  - "To be or not to be" shows his immense struggle in making the correct decision. Live up to social expectations of "suffer the slings and arrows of outrageous fortune"
  - Conclusion in the meaning of life that "there's a divinity that shapes our ends / rough hew them how we will". We all end up dead in the end regardless of our actions
  - Shakespeare's use of a revenge tragedy framework allows Hamlet to question what our purpose in life is.
- Social Indoctrination:
  - What we are expected to do by society. Actions restricted by a "chivalric paradigm" ie: what is expected of men in society
  - Society tells us from an early age what our morals, values and beliefs and actions should be.
  - Eg: Hamlet is expected to avenge his fathers "foul and most unnatural murder" by society yet states in rhyming couplet "O cursed spite / That ever I was born to set it right"
  - Hamlet contrasts with Laertes who "dares damnation" and "vows to the blackest devil"

- Comment on our social indoctrination and limitations of our actions due to the chivalric paradigm
- Appearances vs Reality:
  - Appearances and reality is what makes Hamlet a complex revenge tragedy.
  - Hamlet's "anti disposition" may be put on so that he can survive in a world of lie, falsehoods and deceit.
  - Hamlet states that there are certain "actions that a man might play" so seem different from who a person really is.
  - Claudius is a good example of this. Hamlet suspects that Claudius is a "villain, villain, damned, smiling villain". He set's up the "mousetrap" or play within a play to "catch the conscience of the king".
  - Also, Rosencrantz and Guildenstern, Hamlet's "friends" are also not who they seem
- Betrayal and Corruption:
  - Denmark is corrupt (perhaps a reflection of the state of society at the time)
  - Claudius is called a "serpent"
  - Political corruption where Claudius states that there are certain things that you can get away with on earth (but not in heaven)
  - Hamlet says that the world is an unweeded garden where things "rank and gross posses it merely".
- Shakespeare uses Hamlet to question the meaning of our lives and makes a damning commentary on our social and political institutions.
- We don't really have an impact on lives because our actions are simply just reactions to our social indoctrinations (chivalric paradigm)
- Eg: Hamlet and Laertes, two different approaches, the same one ending
- Eventual conclusion that despite these reactions, our fate is the same. "At supper" with the worms
- Multiple layers of complexity within the play that leaves complex questions in the responder's mind

## HAMLET QUOTES

- Horatio:
  - "This bodes some strange eruption to our state"
  - "Young Fortinbras  
Of unimproved mettle hot and full"
  - "The morn in russet mantle clad  
Walks o'er the dew of on eastward hill"
- Hamlet:
  - "Seems madam? Nay it is, I know not seems"
  - "O that this too too solid flesh would melt,  
Thaw and resolve itself into a dew,  
Or that the Everlasting had not fixed  
His cannon 'against self-slaughter....  
How weary, stale, flat and unprofitable  
Seem to me all the uses of this world!  
... 'tis an unweeded garden  
That grows to see, things rank and gross in nature  
Possess it merely ...  
...  
... frailty, thy name is woman...  
...  
... dexterity to incestuous sheets"
  - "I'll wipe away all trivial fond records,  
All saws of books, all forms, all pressures past,  
That youth and observation copied there  
...  
O most pernicious woman!  
O villain, villain, smiling damned villain!  
...  
That one may smile, and smile, and be a villain;"
  - "There are more things in heaven and Earth, Horatio,  
Than are dreamt of in your philosophy"
  - "To put an antic disposition on"
  - "... O cursed spite,  
That ever I was born to set it right"
  - "Denmark's a prison"
  - "What a piece of work is man? ... what is this quintessence of dust"
  - "I am but mad north-north-west. When the wind is southerly, I know a hawk  
from a handsaw"
  - "O what a rogue and peasant slave am I!  
...  
...

But I am pigeon-livered and lack gall  
 To make oppression bitter, or ere this  
 I should ha' fatt'd all the region kites  
 With this slave's offal. ...  
 Remorseless, treacherous, lecherous, kindless villain!

...

Must like a whore unpack my heart with words,

...

... The play's the thing

Wherein I'll catch the conscience of the king."

- "To be, or not to be, that is the question -  
 Whether 'tis nobler in the mind to suffer  
 The slings and arrows of outrageous fortune,  
 Or to take arms against a sea of troubles,  
 And by opposing end them.
- ...
- Thus conscience does make cowards of us all,  
 And thus the native hue of resolution  
 Is sicklied o'er with the pale case of thought,"
- "I did love you once"
- "You would play upon me... do you think I am easier to be played on than a pipe?"
- "Thou wretched, rash, intruding fool, farewell."
- "That I essentially am not in madness,  
 But mad in craft..."
- "Besides, to be demanded of a sponge ... that soaks up the king's countenance ... it is but squeezing you, and, sponge, you shall be dry again"
- "... Oh from this time forth,  
 My thoughts be bloody or be nothing worth."
- "I loved Ophelia; forty thousand brothers  
 Could not with all their quantity of love  
 Make up my sum..."
- "There's a divinity that shapes our ends,  
 Rough-hew them how we will -"
- "There's a special providence in the fall of a sparrow. If it not be now, 'tis not to come; if it not be to come, it will be now; if it be not now, yet it will come"

- Claudius:

- "Of impious stubbornness, 'tis unmanly grief"
- "Madness in great ones must not go unwatched"
- "My offence is rank, it smells to heaven;

...

Offence's gilded hand may shove by justice,

...

... but 'tis not so above

...

My words fly up but my thoughts remain below.

Words without thought never to heaven go"

- "There's such divinity doth hedge a king"

- "Revenge should have no bounds"

- Polonius:

- "This is the very ecstasy of love"

- (Aside) "Though this be madness, yet there is method in't."

- Rosencrantz & Guildenstern:

- "With a crafty madness keeps aloof" [Big G]

- "With much forcing of his disposition" [G]

- Gertrude:

- "... I do wish

- That your good beauties be the happy cause

- Of Hamlet's wildness..."

- Ghost:

- "... This visitation

- Is but to whet thy almost blunted purpose"

- Laertes:

- "To hell allegiance, vows to the blackest devil,

- ...

- I dare damnation..."

## MODULE C: HISTORY AND MEMORY

**In your answer you will be assessed on how well you:**

- **Demonstrate understanding of and evaluate the relationship between representation and meaning**
- **Organise, develop and express ideas using language appropriate to audience, purpose and form**

Memory:

- Individual: a personal memory, recollection of an event, may not have a wider significance
- Documented: Something physical, established in sources and facts
- Collective: shared between two or more people, held in minds of others

Key Concepts:

- How is history shaped and represented?
- Interplay between history and memory (rubric) suggests that history and memory are intertwined, inextricable linked.

Representation:

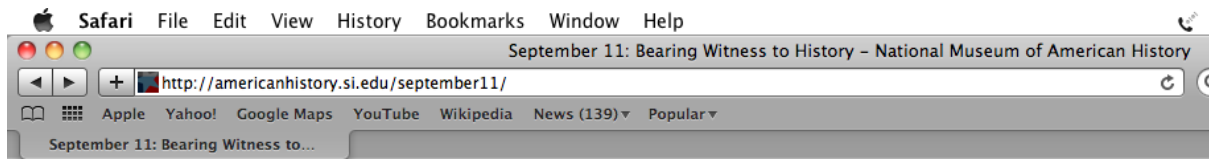
- Selecting information to creation meaning.
- How we represent an idea is guided by our own experiences and situation (context)
- Context shapes how we see the world and leads us to form certain opinions and ways of thinking (Perspective)
- Context and perspective of the composer is integral to understanding why they represent a particular idea.
- Composers select information relevant to their representation

Perspective:

- Perspective is the way we regard events, facts and text and comprehend their significance.



## SEPTEMBER 11 – SMITHSONIAN WEBSITE



- It is a website, therefore it will have features unique to websites such as navigation etc

### SEPTEMBER 11 BEARING WITNESS TO HISTORY

- “Bearing Witness” connotations of selectively picking certain parts of history
- September 11 in red for emphasis
- Bland background, non-emotive

Collection Exhibition Tell Your Story

- Layout is simple but isn't very intuitive, hard to find the same thing twice (deliberate)
- Invitation – “Tell Your Story”

September 11, 2001, will be remembered as one of the most shocking days in American history. Armed terrorists hijacked four passenger jets and used them as weapons against the United States. The attacks destroyed the World Trade Center, damaged the Pentagon, and killed more than three thousand people.



Soon after September 11, the National Museum of American History began collecting objects to document the attacks and their aftermath.

- Use of a plain font against a bland background
- Use of emotive language – “most shocking days”



- Mini-slideshow
- Inset in a grey box to differentiate with the rest of that column (two column layout)
- Context: only covers the attacks and the aftermath, does not deal with the lead up to, or the recovery from.

Perspective:

- "Bearing Witness to History" – combines the personal perspectives of curators, administrators, subjects, individuals from around the world as well as the design studio.
- These perspectives are AMERICAN!!!
- Shaped by the collective memory of the event particularly patriotism, heroism, resilience.
- This perspective was indoctrinated into American minds by the media and politicians
- Curators selected the material: "we knew we would have to be selective" yet "as curators we have great power to help shape our national memory" ... truly "bearing witness"?
- "We are worried about appearing ghoulish in the face of bereavement"



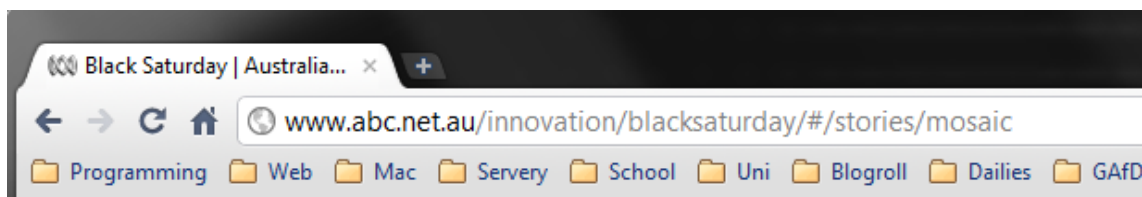
**1: Negative #: 2002-13839**

Only a few flags survived the attacks and are within the collection. The flag is the symbolic image of the event; it is connected to “patriotism, survival and resilience”. Everything that The Falling Man is not.

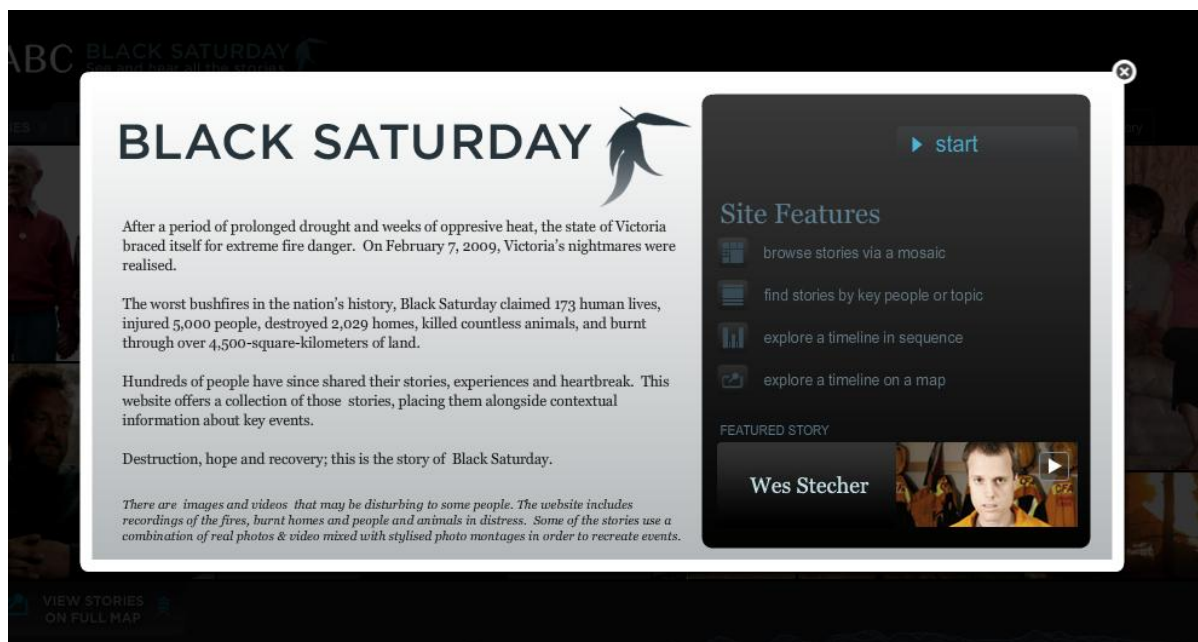
Tell Your Story:

- The questions are designed to focus specifically on the idea of patriotism; they have been written to illicit a specific response for example: “Did you fly an American flag after the events of September 11th?” would tend to invite the reader to respond with a Yes instead of a No (for fear of being portray “unpatriotic”). Indeed, a significant majority of responders DID fly the American flag.
- Very few responses deviated from the standard “we’re proud to be American, how could they do this to us” format that America is “the greatest country on Earth” (H L Howell - <http://911digitalarchive.org/smithsonian/details/370>). Those that did (Eckhart Spalding - <http://911digitalarchive.org/smithsonian/details/309>) state that perhaps America was somehow at fault did (eventually) come back to a patriotic sense of belonging. This shows that the question structure has worked.

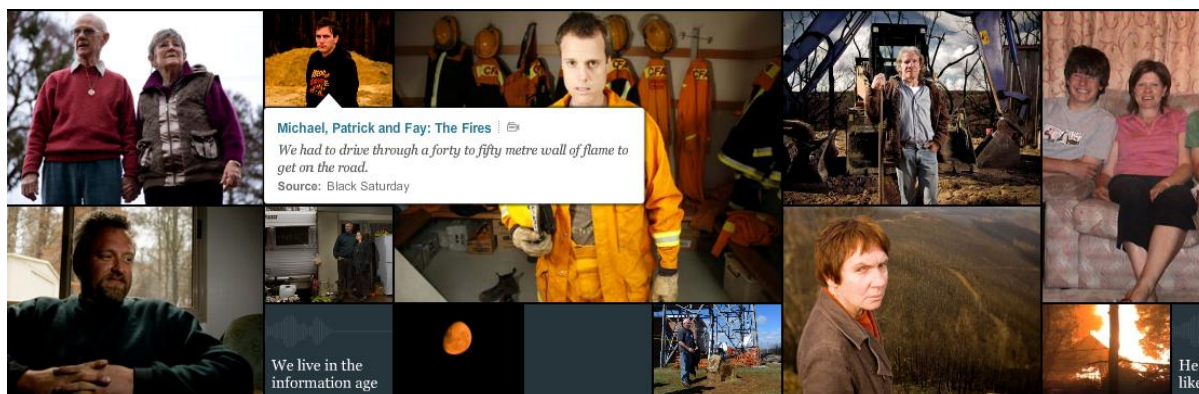
## ABC BLACK SATURDAY WEBSITE



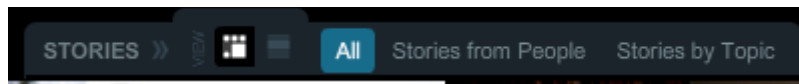
- It is a website, therefore it has navigation features



- Faded background allows the introductory text to have full focus
- Multiple points of entry, once can “start” or go straight to a certain feature such as the timeline or the map
- Emotive language: “Destruction, hope and recovery”
- Simple font and colour scheme (similar to Smithsonian) with a gradient background
- Black side box differentiated (like “View the Collection”)



- Has a “mosaic”, very similar to the slideshow on the collection site however with this one, you can scroll around.
- Mosaic – Little pictures can make up the whole, in a literal sense here
- Use of Web 2.0 technologies to make it more interactive
- Pop-up boxes giving a contextual overview as well as variety of media types from videos, stories, photos and radio clips

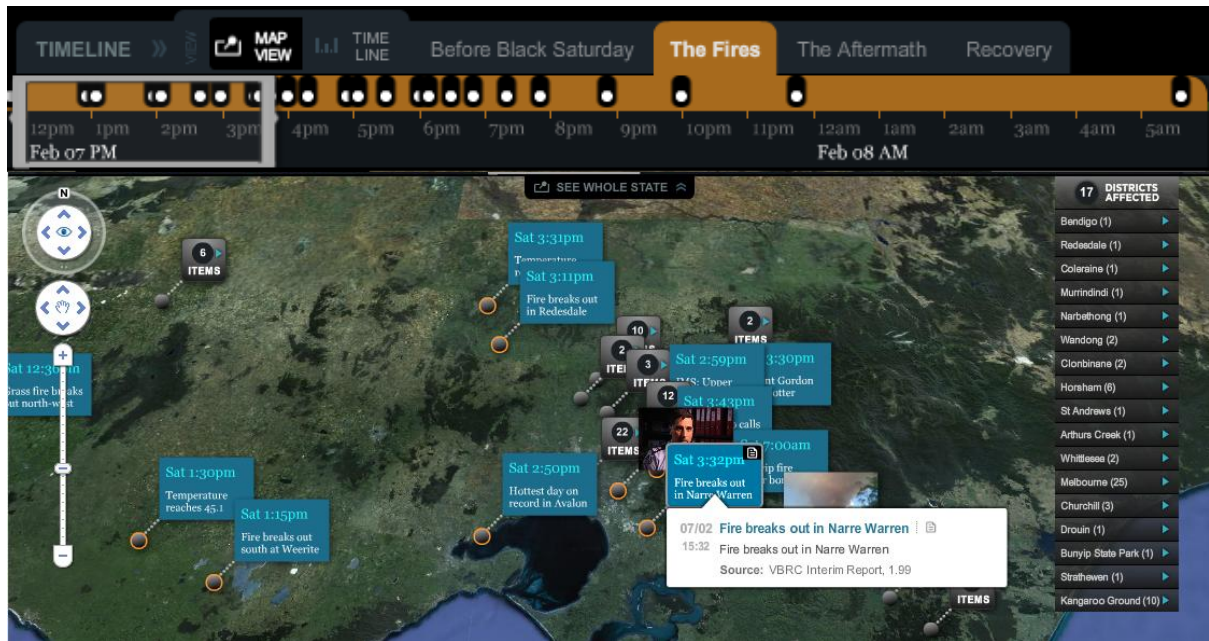


- Superior filtering options over those available on the September 11 website.



- Web 2.0 technologies allows the deployment of such interactive “timelines” where users can gain a better contextual understanding
- The event is sorted into: “Before”, “The Fires”, “Aftermath” and “Recovery”. Widened context allows better understanding of the whole event rather than the focused objective of the Smithsonian website.





- Unique use of Google Maps to provide a geographical context as to the happening of the events
- Greater understanding of the context allows for far better understanding of the event
- Users can interact with the website, zoom in and pan around to see the events unfold as they scroll the timeline

## 9/11 THE FALLING MAN

- Director: Harry Singer
- Writer: Tom Junod (article)
- Year: 2006



Documentary	Technique
<b>Interviews</b>	Side lighting, dark/light, crying (shows emotion), off centre
<b>Video of Jumpers</b>	Use of still photographs, panning shots
<b>Music</b>	Soft piano music, poignant, constant reaching to a crescendo during times of high emotions
<b>Narration</b>	Voice over, interviews on the quest
<b>Editing</b>	Cutting of images from timeline of attack
<b>Imagery/Symbolism</b>	Frequent focus upon images of the flag, patriotic

- Described as “distasteful, exploitative, voyeuristic”
- “Force the world to acknowledge... the terrible events of that day...accept the witness of these images”
- “Remarkable and spontaneous act of self-censorship”
- Coroner’s office: “nobody jumped that day” they were classified as homicides
- “Healing wouldn’t mean forgetting”
- Connection between the tomb of the unknown soldier and the falling man – “One has been made to stand for many”



The picture on the left (workers hoisting a flag at ground zero) is an appropriation (intertextuality) of the image on the right (Soldiers raising the flag at Iwo Jima). America did not want to face the jumpers instead the focused on the heroes of the event (patriotism)



## 9/11 PHONE CALLS FROM THE TOWERS

- Director: James Kent
- Year: 2009

### Quotes:

- “What are memories made out of...the audible record of that day is essential because if history is going to be a tool for the living, if memory is going to be something we can rely on, then you can’t blink, you can’t turn away, you have to say this is what happened, this is how it happened”
- “Made the events of 9/11 more human... made it real”
- “I made him say it in my memory over and over again”