

EKSAMEN

Emnekode: SFEG512010	Emne: Engelsk: Kulturstudier I (5-10)
Dato: 02.12.2013	Eksamenstid: kl. 09:00 til kl. 14:00 (fem timer)
Hjelpemidler: Engelsk-engelsk ordbok Læreplanen i engelsk 2013 (hand-out)	Faglærer: Karen Patrick Knutsen
Eksamensoppgaven: Oppgavesettet består av 3 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene. <i>Oppgavesettet består av 2 deler. Studenter skal besvare EN av de tre oppgave i Del 1: Litteratur og TRE av de seks oppgavene i Del 2: Kulturkunnskap.</i> <i>Del 1 og Del 2 teller 50 % hver ved sensurering.</i>	
Sensurdato: 2. januar 2014 Karakterene er tilgjengelige for studenter på studentweb senest 2 virkedager etter oppgitt sensurfrist. Følg instruksjoner gitt på: www.hiof.no/studentweb	

THE EXAM CONSISTS OF TWO SECTIONS. ANSWER BOTH PARTS.

SECTION ONE: LITERATURE – 50%

Write an essay on ONE of the three topics below.

1. Using the English Subject Curriculum as your point of departure (see hand-out), explain how you would use Mark Haddon’s *The Curious Incident of the Dog in the Night-time* (or excerpts from it) to meet specific learning goals in a tenth grade class. (You may want to use a WHAT/WHY/HOW structure in your essay). What advantages and disadvantages do you see in using the book in an ESL classroom?
2. Give an analysis and interpretation of W. H. Auden’s poem “Musée des Beaux Arts”. You may want to include such aspects as structure, setting, imagery and theme.

“Musée des Beaux Arts”

About suffering they were never wrong,	1
The Old Masters: how well they understood	2
Its human position; how it takes place	3
While someone else is eating or opening a window or just walking duly along;	4
How, when the aged are reverently, passionately waiting	5
For the miraculous birth, there always must be	6
Children who did not specially want it to happen, skating	7
On the pond at the edge of the wood:	8
They never forgot	9
That even the dreadful martyrdom must run its course	10
Anyhow in a corner, some untidy spot	11
Where the dogs go on with their doggy life and the torturer’s horse	12
Scratches its innocent behind on a tree.	13
In Breughel’s <i>Icarus</i> , for instance: how everything turns away	14
Quite leisurely from the disaster; the ploughman may	15
Have heard the splash, the forsaken cry,	16
But for him it was not an important failure; the sun shone	17
As it had to on the white legs disappearing into the green	18
Water; and the expensive delicate ship that must have seen	19
Something amazing, a boy falling out of the sky,	20
Had somewhere to get to and sailed calmly on.	21

3. Bali Rai’s novel *(Un)arranged Marriage* has two contrasting geographical settings – the UK and the Punjab region of India. How are these two settings used to develop characterization and theme in the novel? In your opinion, would this novel be appropriate in an ESL lower secondary classroom to promote an understanding of multiculturalism? Explain your answer.

SECTION TWO: CULTURE – 50%

Answer THREE of the following questions briefly, but in essay format:

1. What is meant by the quality and the popular press? Give examples that show the differences between the two. What recent events in the UK have focused a lot of attention on newspapers?
2. Westminster is the name commonly used to refer to the UK parliament in London. How have UK membership in the European Union (since 1973) and processes of devolution in the 1990s and 2000s affected the position of Westminster?
3. Between 1979 and 1990, political and social changes were made in the UK which are often described in terms of the “Thatcher Revolution”. Briefly describe the main emphasis of Margaret Thatcher’s politics in her three consecutive periods as Prime Minister.
4. How would you create a didactic scheme for a class of tenth graders where you introduce them to the British quality and popular press? Use a WHAT/WHY/HOW structure in your essay, and make references to the English Subject Curriculum (see hand-out).
5. Choose one of the four major regions of the UK and discuss it in relation to British identity and nationalism.
6. The 1944 Education Act created a tripartite system in primary and secondary education in England and Wales. Briefly describe this system, then review changes that have been made up to the present day. How does the present-day system differ from the Norwegian system, in your opinion?