

EKSAMEN

Emnekode: SFEL112013 SFEL512213	Emne: Kulturstudier for lærere II (1-7) Kulturstudier for lærere II (5-10)
Dato: 26.05.2014	Eksamenstid: 09.00-14.00 (fem timer)
Hjelpemidler: Kandidatene kan bruke en godkjent engelsk-engelsk ordbok	Faglærere: Britt W. Svenhard
Eksamensoppgaven: Oppgavesettet består av 4 sider inklusiv denne forsiden. Kontroller at oppgaven er komplett før du begynner å besvare spørsmålene. Oppgavesettet består av 2 deler. Begge delene må besvares. Delene teller 50 % hver.	
Sensurdato: 19.06.2014 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 two topics below.

1. Hamlet

Conflict is essential to drama. Discuss internal and external conflicts in relation to the character Hamlet in Shakespeare's *The Tragedy of Hamlet, Prince of Denmark*. How do these conflicts move the plot of the play forward, and how are they resolved? Below you will find a list of characters to aid you in your discussion.

CLAUDIUS, King of Denmark

HAMLET, son to the late king Hamlet, and nephew to the present king

POLONIUS, Lord Chamberlain

HORATIO, friend to Hamlet

LAERTES, son to Polonius

VOLTEMAND, courtier

CORNELIUS, courtier

ROSENCRANTZ, courtier

GUILDENSTERN, courtier

OSRIC, courtier

GENTLEMEN

MARCELLUS, an officer

BERNARDO, an officer

FRANCISCO, a soldier

REYNALDO, servant to Polonius

FORTINBRAS, Prince of Norway

NORWEGIAN CAPTAIN

DOCTOR OF DIVINITY

PLAYERS

TWO CLOWNS, grave-diggers

ENGLISH AMBASSADORS

GERTRUDE, Queen of Denmark, and Mother to Hamlet

OPHELIA, daughter to Polonius

GHOST of Hamlet's Father

LORDS, LADIES, OFFICERS, SOLDIERS, SAILORS, MESSENGERS, and ATTENDANTS

2. **John Donne: "Holy Sonnet (14)"**

Analyse John Donne's poem "Holy Sonnet (14)". You should state:

- how you would categorize the poem
- how the poet uses and develops poetic devices such as, for example, imagery, symbolism, rhythm, rhyme, etc.
- how the poet's choice of genre contributes to our understanding of the poem.

Batter my heart, three-person'd God, for you
As yet but knock, breathe, shine, and seek to mend;
That I may rise and stand, o'erthrow me, and bend
Your force to break, blow, burn, and make me new.
I, like an usurp'd town to another due,
Labor to admit you, but oh, to no end;
Reason, your viceroy in me, me should defend,
But is captiv'd, and proves weak or untrue.
Yet dearly I love you, and would be lov'd fain,
But am betroth'd unto your enemy;
Divorce me, untie or break that knot again,
Take me to you, imprison me, for I,
Except you enthrall me, never shall be free,
Nor ever chaste, except you ravish me.

SECTION TWO: CULTURE (50%)

Write a short essay on ONE of the two topics below (50%).

1. The Tudors

Discuss the most important changes that the Tudor Age brought. Then discuss to which extent this historical epoch is relevant for Britain's self-image today.

2. The British class system

It has been claimed that the British class system is more rigid than the class systems in many other European cultures. Discuss this statement. (In your essay you should describe the class system, explain the criteria of class membership and discuss social mobility.)