



KS4 Summer Preparation Guide



Wildern School English Department



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Introduction:

Hello,

Firstly, well done for deciding to do some extra revision and preparation for the start of KS4 GCSE English over the holiday.

This booklet will contain some information that should prepare you for what is coming for you in the next couple of years, through to year 11.

Firstly, the outline of the GCSE papers will be explained to you as you will be taking two GCSEs in English: literature and language.

Following this outline, a variety of tasks and information will be provided linked to the texts that you will be studying as part of your GCSEs.

By having a go at some of these activities, it will prepare you really well for your next year of English study.

Also, if you can get hold of a copy of the texts or find them online for free (search the name of the text followed by PDF), pre-reading the texts would really help you.

Enjoy the process,

The Wildern School English Department.



GCSE English Literature Outline:

You will sit two exams in English Literature. Below is an outline of the papers and the texts you will be learning about.

<u>Paper 1:</u>
<ul style="list-style-type: none"> • Section A- Macbeth • Section B- Jekyll and Hyde
<u>Paper 2:</u>
<ul style="list-style-type: none"> • Section A- An Inspector Calls • Section B- Power and Conflict Poetry (15 different poems) • Section C- Unseen Poetry

GCSE English Language Outline:

You will sit two exams in English language. Below is an outline of the papers and the texts you will be learning about.

<u>Paper 1: Explorations in Creative Reading and Writing</u>
<p>Reading section</p> <ul style="list-style-type: none"> • Q1. List 4 things (4 marks) • Q2. Language analysis of an extract from the source (8 marks) • Q3. Structure analysis of the WHOLE source (8 Marks) • Q4. Statement analysis (agree/disagree) in relation to the text (20 marks) <p>Writing Section</p> <ul style="list-style-type: none"> • Q5. Creative piece – Descriptive OR Narrative
<u>Paper 2: Writer's Viewpoints and Perspectives</u>
<p>Reading Section</p> <ul style="list-style-type: none"> • Q1. True/False statements (4 marks) • Q2. Summary of differences between texts (based on a specific idea) (8 marks) • Q3. Language analysis (specific focus given) (12 marks) • Q4. Comparing a specific idea/ideas across both texts (16 marks) <p>Writing Section</p> <ul style="list-style-type: none"> • Q5. Writing to present a point of view (you will produce a non-fiction text type: speech, newspaper article) (40 marks – 24 for organisation and content, 16 marks for SPaG accuracy and effectiveness)

Ambitious Vocabulary:

Task 1: Define the adjectives in the table below and use them in a sentence of your own.

<u>Word</u>	<u>Definition</u>	<u>Use in a sentence</u>
Euphoric (adj)		
Crestfallen (adj)		
Despondent (adj)		
Apprehensive (adj)		
Sanguine (adj)		
Amiable (adj)		
Sinister (adj)		
Tranquil (adj)		
Egalitarian (adj)		
Empathetic (adj)		
Eccentric (adj)		
Contentious (adj)		
Fastidious (adj)		
Furtive (adj)		

Task 3: Define the nouns and verbs in the table below.

<u>Word</u>	<u>Definition</u>
Desist (verb)	
Anarchy (noun)	
Scrutinise (verb)	
Agitate (verb)	
Liaise (verb)	
Patriarch (noun)	
Negotiate (verb)	
Gaze (noun/ verb)	
Acquiesce (verb)	
Deceive (verb)	

Language Methods:

Complete the table with the potential effects of these linguistic techniques.

Technique	Explanation	Example	Possible effects
Simile	comparison using like, as, or as though	<i>She floated in like a cloud.</i>	
Metaphor	comparison whereby one thing is said to be another	<i>The cat's eyes were jewels, gleaming in the darkness.</i>	
Personification	a form of metaphor giving human qualities to animals or objects	<i>The daffodils nodded their yellow heads.</i>	
Sensory detail	descriptive detail which appeals to the senses	<i>The aroma of spice curled through the air.</i>	
Tricolon (rule of three)	groups of three related words or phrases placed together	<i>Peeling paint, patches of mould and a stale smell greeted me.</i>	
Repetition	repeating a word or phrase for effect	<i>She ate and ate and ate.</i>	
Alliteration	repetition of consonant sounds at the beginning of neighbouring words	<i>It was a dark, depressing place, full of damp corners.</i>	
Onomatopoeia	words which imitate the sounds they describe	<i>The burning wood crackled and hissed.</i>	
Contrast	noticeable difference between subjects / ideas which are being described	<i>The path twisted through the forest; the road was as straight as an arrow.</i>	

Powerful vocabulary	powerful or unusual verbs, adverbs, nouns or adjectives to describe actions or things.	He charged ferociously into the pitch-black room.	
Emotive language	words or phrases which stir our feelings	brutal, agonizing, sunny, gentle	
Noticeable punctuation	dashes, exclamations, ellipses	He ran - for his life. They were gaining on him! He might not make it ...	
Sentence Structure	length or construction of sentences for effect	a) a very short sentence b) a long, complex sentence	
Exaggeration	exaggerating an idea for effect	The mouse ate a mountain of cheese.	
Informal language	casual, relaxed language e.g. slang, dialect and colloquialisms	'mate', 'aint' and 'nowt'	
Rhetorical question	a question designed to make us think or react	How could she have followed me?	
Unusual vocabulary	noticeable words or phrases, e.g. specialist terminology	He'd always been a geek; he thought in gigabytes.	
Symbolism	use of symbols to represent deeper ideas, thoughts or feelings	The fox slid into the undergrowth as Maria sneaked away from the house.	
Wordplay	words / phrases used in a clever or witty way, e.g. puns	Why can't hedgehogs just share the hedge?	

Task 2 - Identifying methods task: Read 'Examination Day' by Henry Slesar and as you read identify as many of the methods from the list above as possible. *E.g.* "veil of mist that shrouded the glass." - *metaphor of veil*

Extension option - write about what the methods you selected in the task make you think about the characters, story or plot.

EXAMINATION DAY

by Henry Slesar

1958

Henry Slesar (1927-2002) was an American author and playwright. He's known for his use of irony and unexpected endings. In this short science fiction story, a boy is required by the government to take an intelligence exam once he turns 12 years old. **As you read, take notes on how the parents describe and react to the upcoming exam.**

The Jordans never spoke of the exam, not until their son, Dickie, was twelve years old. It was on his birthday that Mrs. Jordan first mentioned the subject in his presence, and the anxious manner of her speech caused her husband to answer sharply.

"Forget about it," he said. "He'll do all right."

They were at the breakfast table, and the boy looked up from his plate curiously. He was an alert-eyed youngster with flat blond hair and a quick, nervous manner. He didn't understand what the sudden tension was about, but he did know that today was his birthday, and he wanted harmony above all. Somewhere in the little apartment there were wrapped, beribboned packages waiting to be opened, and in the tiny wall-kitchen something warm and sweet was being prepared in the automatic stove. He wanted the day to be happy, and the moistness of his mother's eyes, the scowl on his father's face, spoiled the mood of fluttering expectation with which he had greeted the morning.

"What exam?" he asked.

[5]

His mother looked at the tablecloth. "It's just a sort of Government Intelligence test they give children at the age of twelve. You'll be taking it next week. It's nothing to worry about."

"You mean a test like in school?"

"Something like that," his father said, getting up from the table. "Go and read your comics, Dickie." The boy rose and wandered towards that part of the living room which had been "his" corner since infancy. He fingered the topmost comic of the stack, but seemed uninterested in the colorful squares of fast-paced action. He wandered towards the window, and peered gloomily at the veil of mist that shrouded the glass.

"Why did it have to rain today?" he said. "Why couldn't it rain tomorrow?"

His father, now slumped into an armchair with the Government newspaper rattled the sheets in vexation. "Because it just did, that's all. Rain makes the grass grow."

[10]

"Why, Dad?"

“Because it does, that’s all.”

Dickie puckered his brow. “What makes it green, though? The grass?”

“Nobody knows,” his father snapped, then immediately regretted his abruptness.

Later in the day, it was birthday time again. His mother beamed as she handed over the gaily-colored packages, and even his father managed a grin and a rumple-of-the-hair. He kissed his mother and shook hands gravely with his father. Then the birthday cake was brought forth, and the ceremonies concluded.

[15]

An hour later, seated by the window, he watched the sun force its way between the clouds.

“Dad,” he said, “how far away is the sun?”

“Five thousand miles,” his father said.

Dickie sat at the breakfast table and again saw moisture in his mother’s eyes. He didn’t connect her tears with the exam until his father suddenly brought the subject to light again.

“Well, Dickie,” he said, with a manly frown, “you’ve got an appointment today.”

[20]

“I know Dad. I hope — ”

“Now, it’s nothing to worry about. Thousands of children take this test every day. The Government wants to know how smart you are, Dickie. That’s all there is to it.”

“I get good marks in school,” he said hesitantly.

“This is different. This is a — special kind of test. They give you this stuff to drink, you see, and then you go into a room where there’s a sort of machine — ”

“What stuff to drink?” Dickie said.

[25]

“It’s nothing. It tastes like peppermint. It’s just to make sure you answer the questions truthfully. Not that the Government thinks you won’t tell the truth, but it makes sure.”

Dickie’s face showed puzzlement, and a touch of fright. He looked at his mother, and she composed her face into a misty smile.

“Everything will be all right,” she said.

“Of course, it will,” his father agreed. “You’re a good boy, Dickie; you’ll make out fine. Then we’ll come home and celebrate. All right?”

“Yes sir,” Dickie said.

[30]

They entered the Government Educational Building fifteen minutes before the appointed hour. They crossed the marble floors of the great pillared lobby, passed beneath an archway and entered an automatic lift that brought them to the fourth floor. There was a young man wearing an insignia-less tunic, seated at a polished desk in front of Room 404. He held a clipboard in his hand, and he checked the list down to the Js and permitted the Jordans to enter.

The room was as cold and official as a courtroom, with long benches flanking metal tables. There were several fathers and sons already there, and a thin-lipped woman with cropped black hair was passing out sheets of paper.

Mr. Jordan filled out the form and returned it to the clerk. Then he told Dickie: "It won't be long now. When they call your name, you just go through the doorway at the end of the room." He indicated the portal with his finger.

A concealed loudspeaker crackled and called off the first name. Dickie saw a boy leave his father's side reluctantly and walk slowly towards the door.

At five minutes to eleven, they called the name of Jordan.

[35]

"Good luck, son," his father said, without looking at him. "I'll call for you when the test is over."

Dickie walked to the door and turned the knob. The room inside was dim, and he could barely make out the features of the grey-tunicked attendant who greeted him.

"Sit down," the man said softly. He indicated a high stool beside his desk. "Your name's Richard Jordan?"

"Yes, sir."

"Your classification number is 600-115. Drink this, Richard."

[40]

He lifted a plastic cup from the desk and handed it to the boy. The liquid inside had the consistency of buttermilk, tasted only vaguely of the promised peppermint. Dickie downed it and handed the man the empty cup.

He sat in silence, feeling drowsy, while the man wrote busily on a sheet of paper. Then the attendant looked at his watch and rose to stand only inches from Dickie's face. He unclipped a pen like object from the pocket of his tunic and flashed a tiny light into the boy's eyes.

"All right," he said. "Come with me, Richard."

He led Dickie to the end of the room, where a single wooden armchair faced a multi-dialed computing machine. There was a microphone on the left arm of the chair, and when the boy sat down, he found its pinpoint head conveniently at his mouth.

"Now just relax, Richard. You'll be asked some questions, and you think them over carefully. Then give your answers into the microphone. The machine will take care of the rest."

[45]

"Yes, sir."

"I'll leave you alone now. Whenever you want to start, just say "ready" into the microphone."

"Yes, sir."

The man squeezed his shoulder and left.

Dickie said, "Ready."

[50]

Lights appeared on the machine, and a mechanism whirred. A voice said: "Complete this sequence. One, four, seven, ten..."

Mr. and Mrs. Jordan were in the living room, not speaking, not even speculating.

It was almost four o'clock when the telephone rang. The woman tried to reach it first, but her husband was quicker.

"Mr. Jordan?"

The voice was clipped: a brisk, official voice.

“Yes, speaking.”

“This is the Government Educational Service. Your son, Richard M Jordan, Classification 600-115 has completed the Government examination. We regret to inform you that his intelligence quotient is above the Government regulation, according to Rule 84 Section 5 of the New Code.”

Across the room, the woman cried out, knowing nothing except the emotion she read on her husband’s face.

“You may specify by telephone,” the voice droned on, “whether you wish his body interred by the Government, or would you prefer a private burial place? The fee for Government burial is ten dollars.”

Task 3- Create Your Own Methods:

Powerful
vocabulary

Emotive
language

Noticeable
punctuation

Sentence
Structure

Exaggeration

Informal
language

Rhetorical
question

Unusual
vocabulary

Symbolism

Wordplay

Use the image below to write
language methods from the list.

*For example: Trees pierced the
smothering fog, hoping to catch a
glimpse of the migration above.
(personification of the trees and metaphor of
the balloons being migrating animals)*



Simile

Metaphor

Personification

Sensory detail

Tricolon
(rule of three)

Repetition

Alliteration

Onomatopoeia

Contrast

An Inspector Calls:

Below is a list of vocabulary that is linked to the play you will be studying. Please refer to this list when prompted.

Bourgeoisie

Upper Class/ Rich

Collectivist

Someone who believes we are all part of one group/team

Hierarchy

A society which is unequal. Some people are at the 'top' of the hierarchy and some are at the 'bottom'.

Individualist

Someone who believes we are solely responsible for ourselves.

Industrialist

A business person who is a manufacturer (owner of a factory) of goods for sale.

Materialistic

Someone who is money focused.

Patriarchy

A male dominated hierarchy.

Proletariat

The working class.

Social Class

The way that society is divided by money and occupation.

Social Responsibility

The idea that we are responsible for the more vulnerable members of society.

Socialist (left wing)

Someone who believes in social responsibility e.g. Inspector Goole and Priestley.

Superficial

To be shallow, artificial or insincere.

Task 1- Socialist Theory and Karl Marx: Read the article on Marxism. This is one of the biggest themes explored in the play 'An Inspector Calls'

Link the vocabulary from above to the text. This can be done in annotations.

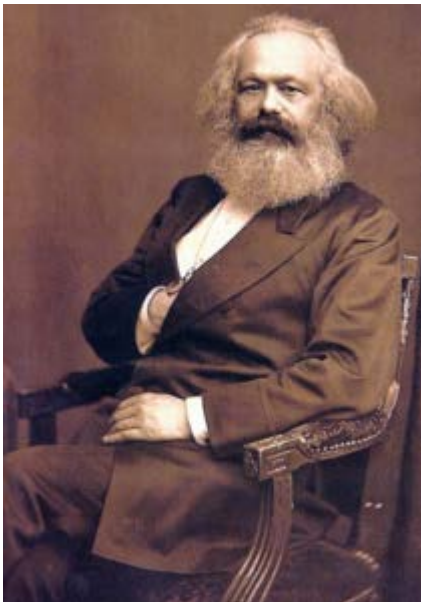
As you read- write down any questions that you may have. You can ask your teacher about these when you come back to school in september.

THE RISE AND FALL OF KARL MARX

by Mike Kubic

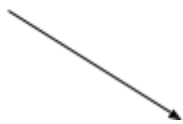
2016

Mike Kubic is a former correspondent for Newsweek Magazine. In this informational text, Kubic discusses the life and contributions of Karl Marx, a German philosopher, economist, and revolutionary socialist. Marx's theories regarding society, economics, and politics became known as "Marxism," and continue to be influential today. **As you read, take note of how Karl Marx's beliefs compare to his actions.**



Karl Marx was one of the most fascinating men you could meet in the 19th Century. Born in 1818 to an affluent **1** family, he was the grandson and great-grandson of German rabbis, and an atheist **2**.

Bourgeoisie- He was against the idea of people being very rich when others were left with nothing.



He was an angry adversary and scathing³ critic of the bourgeoisie,⁴ but he lived the life of a model bourgeois: he married a German baroness⁵ and – according to Karl Marx, his biography by Jonathan Sperber – “was patriarchal, prudish, industrious, independent (or trying to be), cultured, (and) respectable.”

Marx pretended to be a dignified, devoted husband and father to seven children, but secretly had a son with the family’s housekeeper. To keep up appearances while being perpetually⁶ in debt, he pleaded for loans from affluent relatives and friends with such persistence that he antagonized not only Friedrich Engels, his financial supporter and close collaborator, but even his own mother, who eventually refused to give her “Karell” a penny until she died.

Marx was combative and arrogant, and his letters were full of anti-Semitic⁷ slurs, nasty remarks about fellow socialists⁸ and comments deprecating⁹ – as unintelligent and uncultured – the very factory workers whose political and economic demands he was advancing. But he had one quality that made all of his failings look petty:

[5]

He was a brilliant economist, philosopher and social scientist whose profound insights and prolific¹⁰ writings made him one of the most influential thinkers in human history.

A rebel at heart, Marx first won prominence among Young Hegelians, his leftist, freethinking, and atheistic fellow students at the University of Bonn, and their allies, the early trade unions of German industrial workers.

As a 24 year-old editor and writer of regional newspapers, he argued for the freedom of the press, fair treatment of labor, and against government oppression. Marx did it with such vehemence,¹¹ sarcasm and persuasiveness that the German security police had him down as a “dangerous revolutionary” whose writing required special attention.

In 1847, Marx added to police suspicion by joining Engels, a German philosopher and journalist, in organizing his Hegelian supporters and factory workers into a group called the Communist¹² League. It was the first Marxist political party, and Marx was elected its president.

The same year, Marx and Engels wrote (and delivered two weeks after the deadline, as was Marx' unbreakable habit) a 23-page pamphlet titled the Communist Manifesto that informed the world that “a specter **13** is haunting Europe—the specter of communism. All the powers of old Europe have entered into a holy alliance to exorcise this specter.”

[10]

Later recognized as one of world's most influential political manuscripts, the Manifesto declared that “the history of all hitherto **14** existing society is the history of class struggles” in which the bourgeoisie – the entrepreneurs and an educated middle class – have emerged as the supreme class, primarily by exploiting the proletariat – the workers – and accumulating capital.

The Manifesto went on to predict that in doing so, the bourgeoisie “produces its own grave-diggers,” because the proletariat inevitably will become conscious of their own potential. The workers then will rise to power through revolution, and overthrow the bourgeoisie.

The pamphlet, whose original German language version Sperber described as “compact, pithy, **15** elegant, powerful and sarcastically amusing,” denounced the “idiocy of rural life,” expressed disdain for “lumpenproletariat” (the underclass of criminals and vagrants), **16** and outlined a ten-point program for the future communist government.

Surprisingly – considering Marx's pugnacious **17** attacks on the authorities – the Manifesto showed total faith in the competence and integrity of the proposed Communist regime, and made it practically all-powerful. It called for ten principal measures:

1. Abolition of privately owned land
2. A heavy progressive or graduated income tax
3. Abolition of all rights of inheritance
4. Confiscation of the property of all emigrants and rebels
5. Centralisation of credit in the hands of the state, by means of a national bank
6. Centralisation of the means of communication and transportation in the hands of the state
7. Extension of factories and instruments of production owned by the state
8. Equal obligation of all to work
9. Gradual abolition of the distinction between town and country by a more equitable distribution of the population over the country
10. Free education for all children in government schools and abolition of children's factory labor

In retrospect, **18** the Manifesto included two astonishing planks **19** – the confiscation of the property of emigrants and rebels (two groups to which Marx belonged his entire adult life), and the

downgrading of the abolition of child labor, a demand that has been at or near the top of the agenda of most (if not all) socialist parties.

[15]

A country whose citizens are told where they may live, are heavily taxed, and must obey numerous government restrictions and orders would not be a country where Marx, Engels and the Young Hegelians were likely to want to live.

But published as it was in 1848, when Europe's political atmosphere was overheated from attempted overthrows of Italian, French, German, and Austro-Hungarian monarchies, the Manifesto's daring, "scientifically proven" forecast of a proletarian triumph had the force of an explosion. It made the pamphlet a 19th Century best-seller.

The Manifesto first came out only in the German, Polish, and Danish languages, but within a few years it was translated into all European – and eventually, all major Asian – languages and was avidly read all over the world.

By the end of the 1800s, it had inspired in (mostly Eastern and Central) Europe the founding of nineteen socialist and labor parties and national labor federations that had millions of members and supporters. Following the Russian Revolution in October 1918, the Manifesto was printed in scores of languages and millions of copies, and became the guiding document of the Soviet Union's 15 "socialist" republics, Communist China, and – during the Cold War – it was a required reading for all Communist functionaries **20** in Moscow's sphere of influence.

1. **Affluent** (*adjective*) : having a great deal of money; wealthy
2. **Atheist** (*noun*) : a person who believes that God does not exist
3. **Scathing** (*adjective*) : severely critical
4. the middle class, typically with reference to its perceived materialist values
5. a woman who is a member of foreign nobility
6. **Perpetual** (*adjective*) : happening all the time or very often
7. "Anti-Semitic" refers to hostility, prejudice, or discrimination against Jews.
8. A "Socialist" is someone who supports the social system or theory in which the government owns and controls the means of production and distribution of goods.
9. **Deprecate** (*verb*) : to express disapproval of
10. **Prolific** (*adjective*) : marked by abundant inventiveness or productivity
11. **Vehemence** (*noun*) : the display of strong feeling; passion

12. "Communism" is a political theory that advocates for class war and leading to a society in which all property is publicly owned.
13. a ghost
14. "Hitherto" means "until now or until the point in time under discussion."
15. **Pithy** (*adjective*) : concise and forcefully expressive
16. **Vagrant** (*noun*) : a person without a settled home or regular work who wanders from place to place and lives by begging
17. **Pugnacious** (*adjective*) : eager or quick to argue, quarrel, or fight
18. **Retrospect** (*noun*) : a survey or review of past course of events or period of time
19. a fundamental point of a political, or other, program

Task 2 - Developing your Opinions: Below are the 10 key principles of Marxist Socialism:

1. Abolition of privately owned land
2. A heavy progressive or graduated income tax
3. Abolition of all rights of inheritance
4. Confiscation of the property of all emigrants and rebels
5. Centralisation of credit in the hands of the state, by means of a national bank
6. Centralisation of the means of communication and transportation in the hands of the state
7. Extension of factories and instruments of production owned by the state
8. Equal obligation of all to work
9. Gradual abolition of the distinction between town and country by a more equitable distribution of the population over the country
10. Free education for all children in government schools and abolition of children's factory labor

- What do you think of these 10 principles?
- Do you agree or disagree with any of the principles in particular?
- Would you add, change or improve any of the principles?
- How are these principles similar to or different to the world we live in today?

Jekyll and Hyde:

Task 1- Victorian England: The article below, explains how Victorian ladies and gentlemen of high society behaved during the 19th Century.

Read the article and summarise in your own words how men and how women were expected to behave at the time.

OUR DEPARTMENT, OR THE MANNERS, CONDUCT, AND DRESS OF REFINED SOCIETY

by John H. Young

1881

In "Our Department, or the Manners, Conduct, and Dress of Refined Society," John H. Young explains the rules of etiquette during the nineteenth century. In this excerpt, Young explains the proper etiquette for wives and husbands. As you read, take notes on how these 1881 ideals compare to ideals today.



CHAPTER XVIII

Home Life and Etiquette.

Home is the woman's kingdom, and there she reigns supreme. To embellish¹ that home, to make happy the lives of her husband and the dear ones committed to her trust, is the honored task which it is the wife's province² to perform. All praise be to her who so rules and governs in that kingdom, that those reared beneath her roof "shall rise up and call her blessed."

The Wife a Helpmate.

A wife should act openly and honorably in regard to money matters, keeping an exact account of her expenditures,³ and carefully guarding against any extravagances;⁴ and while her husband is

industriously⁵ at work, she should seek to encourage him, by her own frugality,⁶ to be economical, thrifty, enterprising and prosperous⁷ in his business, that he may be better enabled, as years go by and family cares press more heavily on each, to afford all the comforts and perhaps some of the luxuries of a happy home. No condition is hopeless when the wife possesses firmness, decision and economy, and no outward prosperity can counteract indolence,⁸ folly and extravagance at home. She should consult the disposition⁹ and tastes of her husband, and endeavor¹⁰ to lead him to high and noble thoughts, lofty aims, and temporal¹¹ comfort; be ever ready to welcome him home, and in his companionship draw his thoughts from business and lead him to the enjoyment of home comforts and happiness. The influence of a good wife over her husband may be very great, if she exerts it in the right direction. She should, above all things, study to learn the disposition of her husband, and if, perchance, she finds herself united to a man of quick and violent temper, the utmost discretion,¹² as well as perfect equanimity¹³ on her own part is required, for she should have such perfect control over herself as to calm his perturbed¹⁴ spirits.

A Husband's Duties.

It must not be supposed that it devolves upon the wife alone to make married life and home happy. She must be seconded in her noble efforts by him who took her from her own parental fireside and kind friends, to be his companion through life's pilgrimage. He has placed her in a new home, provided with such comforts as his means permit, and the whole current of both their lives have been changed. His constant duty to his wife is to be ever kind and attentive, to love her as he loves himself, even sacrificing his own personal comfort for her happiness. From his affection for her, there should grow out a friendship and fellowship, such as is possessed for no other person. His evenings and spare moments should be devoted to her, and these should be used for their intellectual, moral and social advancement.

The cares and anxieties of business should not exclude the attentions due to wife and family, while he should carefully keep her informed of the condition of his business affairs. Many a wife is capable of giving her husband important advice about various details of his business, and if she knows the condition of his pecuniary¹⁵ affairs, she will be able to govern her expenditures accordingly.

It is the husband's duty to join with his wife in all her endeavors to instruct her children, to defer all matters pertaining to their discipline to her, aiding her in this respect as she requires it. In household matters the wife rules predominant, and he should never interfere with her authority and government in this sphere. It is his duty and should be his pleasure to accompany her to church, to social gatherings, to lectures and such places of entertainment as they both mutually enjoy and appreciate. In fact he ought not to attend a social gathering unless accompanied by his wife, nor go to an evening entertainment without her. If it is not a fit place for his wife to attend, neither is it fit for him.

While he should give his wife his perfect confidence in her faithfulness, trusting implicitly to her honor at all times and in all places, he should, on his part, remain faithful and constant to her, and give her no cause of complaint. He should pass by unnoticed any disagreeable peculiarities¹⁶ and mistakes, taking care at the proper time, and without giving offense, to remind her of them, with the idea of having her correct them. He should never seek to break her of any disagreeable habits or peculiarities she may possess, by ridiculing them. He should encourage her in all her schemes for promoting the welfare of her household, or in laudable¹⁷ endeavors to promote the happiness of others, by engaging in such works of benevolence¹⁸ and charity as the duties of her home will allow her to perform.

The husband, in fact, should act toward his wife as becomes a perfect gentleman, regarding her as the "best lady in the land," to whom, above all other earthly beings, he owes paramount¹⁹ allegiance. If he so endeavors to act, his good sense and judgment will dictate to him the many little courtesies which are due her, and which every good wife cannot fail to appreciate. The observance of the rules of politeness are nowhere more desirable than in the domestic circle, between husband and wife, parents and children.

Our Department, or the Manners, Conduct, and Dress of Refined Society by John H. Young is in the public domain.

Notes

All Definitions Footnotes

1. **Embellish** (*verb*) : to make something more attractive by adding details
2. a person's proper or appropriate functions
3. the act of spending money
4. a lack of restraint in spending money
5. **Industrious** (*adjective*) : hard-working
6. **Frugal** (*adjective*) : careful about spending money
7. **Prosperous** (*adjective*) : wealthy or successful
8. **Indolence** (*noun*) : laziness
9. **Disposition** (*noun*) : a person's usual attitude or mood
10. **Endeavor** (*verb*) : to make an effort to do something
11. timely
12. **Discretion** (*noun*) : the quality of being careful about what one does or says
13. **Equanimity** (*noun*) : calmness when dealing with problems or pressure
14. **Perturb** (*verb*) : to cause (someone) to be worried or upset
15. relating to money
16. an odd habit
17. **Laudable** (*adjective*) : deserving praise
18. **Benevolence** (*noun*) : kindness and generosity
19. **Paramount** (*adjective*) : of highest rank or importance

Task 2 - Victorian England: After reading the article above, answer-

- Were you shocked or surprised by any of the information you learnt about Victorian England?
- How do you think a man at the time would have felt about their life?
- How do you think a woman at the time would have felt about their life?

Task 3 - Identity and Duality: read the article about Alter Egos and answer-

- Why do you think that so many books include secret double personalities/ alter egos?
- Google the meaning of the word 'duality' or the phrase 'duality of human nature' how does it link with this idea of alter egos?

ALTER EGOS

by CommonLit Staff

2013

Can a person have two selves? Beyoncé is also known as Sasha Fierce; Clark Kent, the newspaper reporter, transforms into Superman. The idea that a person can have “another self” is a relatively new concept. **As you read about the concept of the alter ego, consider how it relates to identity.**



“ALTER EGOS” EXPLAINED

Alter ego is Latin for “the other I.” It refers to a person’s second self or identity that is different from a person’s normal personality. A person who has an alter ego is said to lead a double life. Alter ego is also used to refer to the different behaviors any person may display in certain situations.

The idea that people could have “another self” was first recognized in the 1790s. Franz Anton Mesmer, a German doctor, used hypnosis to separate his alter ego. Under hypnosis, Mesmer showed a behavior pattern that diverged from the personality he had in his waking state. It was as if a completely distinct character had developed in the altered state of consciousness, but in the same body.

ALTER EGOS IN POPULAR CULTURE

Alter egos are used by numerous performing artists who use stage personas, which are different from stage names, both to entertain audiences and to explore new identities for themselves. The

chart below shows some alter egos in popular culture:

Name	Stage Name	Alter Ego
Elvis Presley	The King of Rock and Roll	Jesse Garon
Destiny Cyrus	Miley Cyrus	Hannah Montana (pop star secret identity) and Miley Ray Stewart (normal teenage girl)
Beyoncé Knowles	Beyoncé	Sasha Fierce

Professional wrestlers, more often than not, perform under ring names depicting their alter egos, such as Terry Bollea (Hulk Hogan), Mark Calaway (The Undertaker), and Paul Levesque (Triple H).

ALTER EGOS IN LITERATURE

[5]

In literary analysis, the term alter ego sometimes refers to characters in different works who are psychologically similar, or a fictional character whose behavior, speech, or thoughts intentionally represent those of the author.

In one famous work of literature by Robert Louis Stevenson called the *Strange Case of Dr. Jekyll and Mr. Hyde*, the author used the idea of an alter ego to demonstrate the concept that good and evil can exist simultaneously within one person, constantly at war with one another. In the novel, Edward Hyde represents the doctor's other self, a psychopath who does not conform to civilized society, and who shares a body with the doctor.

Since this book was published, the names "Jekyll and Hyde" have become synonymous with a split personality, or an alter ego that becomes capable of overpowering the original self.

ALTER EGOS IN COMIC BOOKS

In old comic books, superheroes and their secret identities are often considered alter egos. The archetypal comic book hero, Superman, takes on the identity of the "mild-mannered" newspaper reporter Clark Kent in order to live among the citizens of Metropolis without making people suspicious.

Batman is a character created by Bruce Wayne in order to disguise himself for the purposes of fighting crime. The Batman comics and movies have also explored the theme of the true self becoming lost in the alter ego, much like the plot of *Strange Case of Dr. Jekyll and Mr. Hyde*.

[10]

In the *Incredible Hulk* comic book series, Bruce Banner loses control to the Hyde-like Hulk whenever he becomes angry, yet also depends upon the Hulk's super powers in order to combat villains. In later Batman comics and movies, the villain is Harvey "Two Face" Dent. Sometimes, he is Harvey Dent, the clean-cut lawyer of Gotham City; other times, he is Two-Face, a ruthless monster who uses his dual-faced coin to determine who lives and dies.

Macbeth:

Task 1- Machiavellian Leaders: The article below, explains how a leader should get and keep power by any means necessary.

As you read this article, take notes on the various qualities Machiavelli believes to be most important in a leader.

EXCERPT FROM THE PRINCE

by Niccoló Machiavelli

1532

Niccoló Machiavelli (1469-1527) was an Italian Renaissance historian, politician, and writer based in Florence. His masterpiece, *The Prince*, published in 1532, advises new princes on how to get and keep power by any means necessary.



CONCERNING CRUELTY AND CLEMENCY, AND WHETHER IT IS BETTER TO BE LOVED THAN FEARED

Coming now to the other qualities mentioned above, I say that every prince ought to desire to be considered clement¹ and not cruel. Nevertheless he ought to take care not to misuse this clemency. Cesare Borgia was considered cruel; notwithstanding, his cruelty reconciled the Romagna, unified it, and restored it to peace and loyalty. And if this be rightly considered, he will be seen to have been much more merciful than the Florentine people, who, to avoid a reputation for cruelty, permitted Pistoia to be destroyed.² Therefore a prince, so long as he keeps his subjects united and loyal, ought not to mind the reproach of cruelty; because with a few examples he will be more merciful than those who, through too much mercy, allow disorders to arise, from which follow murders or

robberies; for these are wont to injure the whole people, whilst those executions which originate with a prince offend the individual only...

Upon this a question arises: whether it be better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, it is much safer to be feared than loved, when, of the two, either must be dispensed with. Because this is to be asserted in general of men, that they are ungrateful, fickle,³ false, cowardly, covetous,⁴ and as long as you succeed they are yours entirely; they will offer you their blood, property, life, and children, as is said above, when the need is far distant; but when it approaches they turn against you. And that prince who, relying entirely on their promises, has neglected other precautions, is ruined; because friendships that are obtained by payments, and not by greatness or nobility of mind, may indeed be earned, but they are not secured, and in time of need cannot be relied upon; and men have less scruple in offending one who is beloved than one who is feared, for love is preserved by the link of obligation which, owing to the baseness of men, is broken at every opportunity for their advantage; but fear preserves you by a dread of punishment which never fails.

Nevertheless a prince ought to inspire fear in such a way that, if he does not win love, he avoids hatred; because he can endure very well being feared whilst he is not hated, which will always be as long as he abstains⁵ from the property of his citizens and subjects and from their women. But when it is necessary for him to proceed against the life of someone, he must do it on proper justification and for manifest cause, but above all things he must keep his hands off the property of others, because men more quickly forget the death of their father than the loss of their patrimony.⁶ Besides, pretexts for taking away the property are never wanting; for he who has once begun to live by robbery will always find pretexts for seizing what belongs to others; but reasons for taking life, on the contrary, are more difficult to find and sooner lapse. But when a prince is with his army, and has under control a multitude of soldiers, then it is quite necessary for him to disregard the reputation of cruelty, for without it he would never hold his army united or disposed to its duties.

Among the wonderful deeds of Hannibal this one is enumerated:⁷ that having led an enormous army, composed of many various races of men, to fight in foreign lands, no dissensions⁸ arose either among them or against the prince, whether in his bad or in his good fortune. This arose from nothing else than his inhuman cruelty, which, with his boundless valor, made him revered and terrible in the sight of his soldiers, but without that cruelty, his other virtues were not sufficient to produce this effect. And short-sighted writers admire his deeds from one point of view and from another condemn the principal cause of them. That it is true his other virtues would not have been sufficient for him may be proved by the case of Scipio, that most excellent man, not only of his own times but within the memory of man, against whom, nevertheless, his army rebelled in Spain; this arose from nothing but his too great forbearance,⁹ which gave his soldiers more license than is consistent with military discipline. For this he was upbraided in the Senate by Fabius Maximus, and called the corrupter of the Roman soldiery. The Locrians were laid waste by a legate¹⁰ of Scipio, yet

they were not avenged by him, nor was the insolence of the legate punished, owing entirely to his easy nature. Insomuch that someone in the Senate, wishing to excuse him, said there were many men who knew much better how not to err than to correct the errors of others. This disposition, if he had been continued in the command, would have destroyed in time the fame and glory of Scipio; but, he being under the control of the Senate, this injurious¹¹ characteristic not only concealed itself, but contributed to his glory.

[5]

Returning to the question of being feared or loved, I come to the conclusion that, men loving according to their own will and fearing according to that of the prince, a wise prince should establish himself on that which is in his own control and not in that of others; he must endeavor only to avoid hatred, as is noted.

Notes

All Definitions Footnotes

1. **Clement** (*adjective*) : kind and merciful
2. During the rioting between the Cancellieri and Panciatichi factions in 1502 and 1503
3. **Fickle** (*adjective*) : easily changeable; indecisive
4. **Covetous** (*adjective*) : jealous
5. **Abstain** (*verb*) : to leave alone
6. inherited land; fatherland
7. listed or mentioned
8. argument or grievance
9. patience or lenience
10. a Roman military unit
11. **Injurious** (*adjective*) : harmful

Task 2- What is good leadership?: Having read the article above, consider Machiavelli's advice and beliefs by answering the following questions:

- What are the characteristics of a strong leader?
- Is it better to be a leader who is loved or feared?
- Can you think of any historical leaders who may have been Machiavellian?
 - How did people feel about them?
 - Were they successful leaders long term?

Power and Conflict Poetry:

Below is a list of vocabulary that is linked to the poems you will be studying. Please refer to this list when prompted.

- **Social responsibility** – You have a duty to fight in order to save everyone else in the world/country
- **Patriotic** – Obsessively supporting your country
- **Emasculated** – Losing your masculinity/manliness
- **Glorify/Glorified** – Exaggerating how good something is
- **Hubris** – Being too proud or confident
- **Homogenised** – Everyone is seen as similar/the same (not as individuals)
- **False Class Consciousness** – When people are tricked into thinking they are making free choices

Task 1- War Context: Read the speech below, which was given to military cadets. The aim was to motivate the cadets to focus on the importance of war and protecting the country.

DUTY, HONOR, COUNTRY ADDRESS AT WEST POINT

by General Douglas MacArthur

1962

General Douglas MacArthur (1880-1964) was an American five-star general who played a prominent role in the Pacific theater campaign during World War II. From 1919-1922, MacArthur served as the Superintendent of the U.S. Military Academy at West Point. On May 12, 1962, MacArthur delivered this speech to the cadets at West Point.



You now face a new world, a world of change. The thrust into outer space of the satellite, spheres and missiles marked the beginning of another epoch¹ in the long story of mankind — the chapter of the space age. In the five or more billions of years the scientists tell us it has taken to form the earth, in the three or more billion years of development of the human race, there has never been a greater, a more abrupt or staggering evolution. We deal now not with things of this world alone, but with the illimitable distances and as yet unfathomed mysteries of the universe. We are reaching out for a new and boundless frontier. We speak in strange terms: of harnessing the cosmic energy; of making winds and tides work for us; of creating unheard synthetic materials to supplement or even replace our old standard basics; of purifying sea water for our drink; of mining ocean floors for new fields of wealth and food; of disease preventatives to expand life into the hundreds of years; of controlling the weather for a more equitable distribution of heat and cold, of rain and shine; of space ships to the moon; of the primary target in war, no longer limited to the armed forces of an enemy, but instead to include his civil populations; of ultimate conflict between a united human race and the sinister forces of some other planetary galaxy; of such dreams and fantasies as to make life the most exciting of all time.

And through all this welter² of change and development your mission remains fixed, determined, inviolable.³ It is to win our wars. Everything else in your professional career is but corollary⁴ to this vital dedication. All other public purpose, all other public projects, all other public needs, great or small, will find others for their accomplishments; but you are the ones who are trained to fight.

Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the Nation will be destroyed, that the very obsession of your public service must be Duty, Honor, Country.

Others will debate the controversial issues, national and international, which divide men's minds. But serene, calm, aloof, you stand as the Nation's war guardians, as its lifeguards from the raging tides of international conflict, as its gladiators in the arena of battle. For a century and a half you have defended, guarded and protected its hallowed traditions of liberty and freedom, of right and justice.

Let civilian voices argue the merits or demerits of our processes of government. Whether our

strength is being sapped by deficit financing indulged in too long, by federal paternalism⁵ grown too mighty, by power groups grown too arrogant, by politics grown too corrupt, by crime grown too rampant, by morals grown too low, by taxes grown too high, by extremists grown too violent; whether our personal liberties are as firm and complete as they should be.

These great national problems are not for your professional participation or military solution. Your guidepost stands out like a tenfold beacon in the night: Duty, Honor, Country.

You are the leaven⁶ which binds together the entire fabric of our national system of defense. From your ranks come the great captains who hold the Nation's destiny in their hands the moment the war tocsin⁷ sounds.

The long gray line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty, Honor, Country.

This does not mean that you are warmongers. On the contrary, the soldier above all other people prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, that wisest of all philosophers: "Only the dead have seen the end of war."

The shadows are lengthening for me. The twilight is here. My days of old have vanished - tone and tints. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen then, but with thirsty ear, for the witching melody of faint bugles blowing reveille,⁸ of far drums beating the long roll.

In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory I come back to West Point. Always there echoes and re-echoes: Duty, Honor, Country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the Corps, and the Corps, and the Corps.

I bid you farewell.

1. **Epoch** (*noun*) : a period of time
2. **Welter** (*noun*) : a confusing or jumbled mass of something; a state of confusion or chaos
3. **Inviolable** (*adjective*) : secure from being infringed, breached, or broken
4. **Corollary** (*adjective*) : a natural consequence or addition
5. the system or practice of managing or governing individuals, nations, etc., in the manner of a

father dealing with children, often neglecting individual choice and responsibility

6. a rising agent (like yeast); or something enlivening, that which lightens or lifts

7. an alarm, bell, or warning signal

8. a signal sounded to wake personnel in the armed forces

Task 2 - Linking to the Conflict Vocabulary Above: Once you've read the extract, answer the questions below, you must refer to the vocabulary on page 30.

- Why does the General repeat “Duty, Honor, Country.”?
- How do you think a soldier would have felt listening to this speech?
- What does The general suggest is the sole role of the military?
- Do you agree with him?
- How does the general homogenise the soldiers?

Task 3 - Fill in the Gaps: Use the war vocabulary on page 30 to complete this short extract about what it was like to join the war as a soldier in WW1 and 2.

Many people joined the war because they were _____ and felt it was important to obsessively support their country. They felt it was their _____ to protect everyone back in England. Some also joined because of their _____, meaning they were overly confident. They wanted to be _____ and feel like everyone else.

However posters and the government _____ the war, to make it seem better than it actually was. Some men thought they would be _____ if they did not join the war and would lose their masculinity. This suggests that they had a _____ because they weren't actually free.

Optional Task: If you want to hear more about the consequences of the Industrial Revolution listen to this radio show: <https://www.bbc.co.uk/programmes/b00wr9r7>

Task 5- Romantic Views of Humanity: As you read, take notes on how the poem discusses what it means to be human.

THE TYGER

by William Blake

1794

William Blake (1757-1827) was an English poet during the Romantic era who wrote extensively about God, nature, and the beauty of the human imagination. "The Tyger," published alongside another poem called "The Lamb" in Blake's poetry collection *Songs of Experience*, is one of the most anthologized poems in English.



Tyger Tyger, burning bright
 In the forests of the night,
 What immortal hand or eye
 Could frame thy fearful symmetry?

 In what distant deeps or skies
 Burnt the fire of thine eyes?
 On what wings dare he aspire?
 What the hand, dare seize the fire?

 And what shoulder, & what art
 Could twist the sinews **1** of thy heart?
 And when thy heart began to beat,
 What dread hand? & what dread feet?

 What the hammer? what the chain?

