A form should be completed for each candidate and submitted with the work for moderation.

Candidate Record Sheet – Level 3 Extended Project

Learner Name

Learner number 1934

Centre Name Godalming College

Centre Number 64395

Unit Name Dissertation

Unit Number 01

Project checklist

The final Project should include the following items:

- a Project Proposal Form
- a Project activity log or diary
- records of research carried out (which could be included within the project outcome or given separately)
- the Project Outcome*
- an evaluation
- evidence of the presentation

Project Contents

Please list the format of the items submitted as part of the Project, note whether this evidence is shared with other candidates and if so who (A4 Report, portfolio, sketchbook, CD of sound track, DVD of play/film, video, etc)

A4 Report

Authentication confirmation/consent

Candidate: I hereby certify to the best of my knowledge that this work:	Signature:
• has been produced without any assistance beyond that recorded and allowed by the scheme of assessment. • is not work which has been or will be submitted for another qualification. I also agree to my coursework being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.	ABBY OLDROYD
Teacher: I confirm that the learner's work was conducted under the conditions laid out by the specification. I have authenticated the learner's work and am satisfied that to the best of my knowledge the work produced is: • solely that of the learner • is not work that has been or will be submitted for another qualification.	Signature: Print Name ADAM DUCE

Teacher – Assessor marks and supporting comments

Comments related to the assessment criteria which support the mark awarded for each Assessment Objective should be entered on the grid below.

Assessment Objective	Teacher-Assessor comments	Teacher-Assessor Mark	Moderator Mark
AO1 Manage *(9 marks)* Comment:	Research question is identified with limited guidance with independent modification. Project plan is clear and concise and rationale is valid + insightful. A high level of organisation skill is demonstrated through detailed project log.	8	
AO2 Use Resources *(12 marks)* Comment:	A wider selection of primary and secondary resources used including personal questionnaire. Sources carefully selected and analysed successfully carefully linked to question. A thorough understanding of the complexities of the topic.	12	
AO3 Develop and Realise *(24 marks)* Comment:	Dissertation is well-structured – could perhaps have benefitted from subheadings. Very few language errors and a perceptive, insightful analysis of sources with well-considered arguments. Clear and well-developed conclusion covering multiple contextual aspects.	22	
AO4 Review *(9 marks)* Comment:	A high level of insight and self-awareness with additional evaluation sections. Justification of decisions made and clear considerations for next time. Presentation is clearly structured. Oral presentation is delivered with ease. With key interaction + mastery of questions.	9	
	Total Mark	51 /54	/54

Initial Project Proposal

Learner Name		**Learner number**	1934
Centre Name	**Godalming College**	**Centre Number**	64395
Teacher Assessor	**Adam Duce**	**Date**	07/07/15
Unit	**Dissertation**		

Proposed Topic Area   **English Literature and Media**

Proposed Title
Working title of project (in the form of a question, commission or design brief)
This is very important. It may evolve a little but unless the "question" is right, you will do a lot of work for nothing.
Dissertation: it **must** be a question that enables you to **discuss** an issue, there MUST be a debate. You must also be able to find out relevant information for/against or argue which interpretation is the better. Ensure the issue is NOT one-sided.
Investigation/Field Study: it should be the hypothesis you intend to prove/disprove. There should be data available/relevant information that you can research that is relevant to it.
Performance: your "question" should be in the form of a commission/brief for a particular audience/type of outcome. This will guide your research.
Artefact: your "question" should be in the form of a commission/brief from a client (real or imaginary) i.e. who are you producing the artefact for and why and how. This will guide your research.

Comments and agreement from mentor
Comments (optional):
I confirm that the proposed project is appropriate.

Agreed: (signed)	Mentor's name (in capitals)	Date
[signature]	ADAM DUCE	26/02/16 /07/15

Comments and agreement from project proposal checker
Comments (optional):
I confirm that the proposed project is appropriate.

Agreed: (signed)	Checking Mentor's name (in capitals)	Date
[signature]	ADAM DUCE	26/02/16 /07/15

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Project Proposal form

Learner Name		**Learner number**	1934
Centre Name	Godalming College	**Centre Number**	64395
Teacher Assessor	Adam Duce	**Date**	07/07/2015
Unit	Dissertation		

Proposed project title   Comparing Moving Image with still, analysing the film modern adaptations of classics and the general views within society as to whether we should produce additional adaptations.

Section One: Title, objective, responsibilities

Title or working title of project:

I am doing a combined EPQ with English and Media. I will be looking at how one specific text can be altered or changed depending on whether it's still or moving image (novel or film). Many people argue that the modern interpretation of a text (often illustrated through a movie or film) has a negative impact upon the original or doesn't do the original justice and therefore agree it's important to remain traditionalists; others however, may think differently and be open to new interpretations.

Integration of English with Media

Project objectives:

I will analyse certain texts, for example Romeo and Juliet by Shakespeare, comparing how the original play was written to how the modern film (with Leonardo Dicaprio) was interpreted. I will evaluate the alterations made within the modern film questioning their relevance and how they targeted the audience.

I will need to practice analysing moving images and taking quotes, looking for potential changes in phrases or lines (or even potentially scenarios).

I will need to look into different camera techniques that may be used to create a particular mood and how certain stage directions or even punctuation can create a similar mood or completely contrasting mood.

✓ Clear objectives outlined with focus on development of skills

Is it a group project?
N/A

If so, what will your responsibilities be?
N/A

Section Two: Reasons for choosing this project

I have chosen this particular task as it works well with two subjects I am currently studying and hope to continue after A level: English Literature and Media. By basing my EPQ around these two subject areas I am able to use the techniques and skilled I have been taught and practiced throughout my AS year at college and apply them to the EPQ ensuring I achieve a high grade. These two subjects are my strongest and therefore I believe I am in a comfortable position to complete the task.

I hope to study English Literature or Media (or possibly a combined) at University therefore I believe by completing an EPQ around the two subjects it enhances my chances of obtaining a position at a university for either coursers and helps me to become more experienced and comfortable with both.

I enjoy reading and analysing moving images looking at the effect of certain choices made by the author or director and their reasons for this, whether it is to make a version more modern or to change version of events.

As a result of doing this EPQ I hope to improve my analytical skills for both still and moving images, choosing relevant and important quotes or scenes. I hope to improve my essay writing skills in terms of structuring and planning, ensuring its organised and relevant. *Clear, detailed reasons for choosing project.*

Section Three: Initial Research

Source (and type of source)	A short description of what is it about	How reliable is this source? Is it primary or secondary material? Can you identify any bias within it?
Romeo and Juliet: Entire Play http://shakespeare.mit.edu/romeo_juliet/full.html	This has the entire play written out, with clear points to the relevant quotes that would be interesting to look at. It clearly presents stage directions making it easy to compare to a moving image (whether they still follow the same stage directions).	This resource is **secondary**, it is un-bias as its being presented as the version written by Shakespeare. There is no indication as to who published it and therefore may not be as reliable as perhaps finding a published book, however will be quicker and will ensure I use my time efficiently.
Ab-Strakt: The relationship between Film and Photography, Still and Moving Image. By Louise Published: **April 24, 2013**	This website is a rough outline of a dissertation on the difference between moving image and still image, defining both and comparing them.	This source is reliable. It presents a bibliography at the end showing the different sources used, with a published date, authors name and their credentials. **Secondary**
Romeo And Juliet York Notes Advanced	A book looking at the traditional version of Romeo and Juliet (a play I will potentially use within my EPQ).	This source is very reliable. It has been published by a respectable, well known company who target a level students, using sophisticated language and up to date sources.
Indiana University Press http://www.iupress.indiana.edu/product_info.php?isbn=978-0-86196-707-0 Distribution: World Publication date: 10/10/2012	A website defining the two (moving image vs still) comparing them.	**Secondary Resource.** Very reliable- written and published by respectable author and company (good customer reviews- proven to be useful and helpful).

2

Questionnaire	I will ask a random selection of people their views on the difference between still and moving image, and whether they believe modern adaptations to be good or not.	**Primary** Resource- This is reliable as I will be asking individuals their personal opinion ensuring I get an accurate, un-bias result.

✓ Variety of sources considered for initial research including primary and secondary sources.

Section Four A: Activities and timescales

Task and description of it	Estimated time to complete it	To be achieved by	Potential Problems and how to overcome them
Look at the definitions for moving image and still and the different aspects of the two. Where did they originate from? How they engage the reader?	2 Hours	01/08/15	Finding accurate definitions, however I can look at multiple and compare ensuring its accurate.
Look at moving images- modern adaptations of classics, analysing the language used, the mise en scene (clothing, lighting, language, props) that make it more modern.	6 Hours	20/08/15	College trips- I will have to take this into consideration, and if it will cause problems potentially not going.
Analyse a classic still (potentially a Shakespeare play). Look at the language used, is it archaic/ traditional? What is the effect of the language?	12 Hours	1/10/15	Being Ill- This could disrupt the time schedule, however will ensure I try to keep on top of work and catch up on deadlines.
Find 4 examples that have a still image and moving image interpretation. Choose 4 that allow me to write a substantial amount on. Preferably four that are considered different genres and were written in different time eras.	3 Hours	15/10/15	UCAS application- May have to prioritise time to do both.
Look at the research I have collected and decide how this secondary or primary information can be embedded into the task, creating a balanced argument ensuring it is clear I have taken other opinions and values into consideration.	4 Hours	1/11/15	
Evaluating the points/research I have found.	5 Hours	10/11/15	
Structure and plan essay/dissertation, consider the points required to form a balanced, well-structured answer.	1 Hour	20/11/15	
Begin task/essay.		5/01/16	

Milestone one: Completed Introductory Booklet, initial PPF and draft of final PPF	Target date: 07/07/2014
Milestone two: PPF completed, initial research done	Target date: 01/09/2014
Milestone three:	Target date:
Milestone four:	Target date:
Milestone five: Completed project including presentation slides	Target date: 26/02/2015

} Incomplete? (handwritten, beside Milestone three and four)

✓ Clear focus on planning and analysis for activities/timescales - less so for the writing. (handwritten)

Section Four B: Resources

What resources will you need for your research, write up and presentation:

Where are you going to find your information?

Websites, online dissertations and essays. Local library or college library. I want to collect a range of different resources to ensure the work is accurate.

Try to find a **range** of sources of **different** types – the more the merrier.

I want to collect a range of sources of different types. I will achieve this by using different websites, books, novels, documentary's, primary research (questionnaires for example).

If you are going to use the internet, be more specific about what you will search for – avoid saying simply that you will use the internet –the examiners are not impressed by that.

I will be researching the difference between still and moving image and modern adaptations of classics.
Will you be looking at online newspapers, journals, searching for images etc..

I will be looking for images searching for them on google; however this isn't an extremely important aspect of the task.

Will libraries be useful? Which ones?

Libraries will be useful as I'll need to read and analyse classics (for example Shakespeare) and the college library and even local library and they will have the resources available.

Have you found/got any useful books/journals? List them here

I haven't found that many useful resources however I have copies (books/novels) of classics that I will require to complete the task.

Will you require any specific equipment?

Only books and a DVD player to watch moving images in order to analyse and compare them.

Do you need a rehearsal space or a specific venue?

N/A

Will you need to finance any part of your project?

I will need to buy certain resources for example books, movies, study guided and therefore will have to finance my project however I will ensure this is managed.

✓ Questions answered appropriately regarding resource extraction

What areas will your research cover?
English Literature and Media (film studies)

My research will cover looking at the difference between moving image and still and the different aspects of these areas, how they target the audience for example.

I will be looking at what defines a modern adaptation, what alterations will be made. I will look at different opinions of modern adaptations and whether people agree they should be encouraged to excite and engage students today or whether they should remain untouched and as classics.

My research will cover looking at different classics and how language has developed over the year.

Important areas considered appropriate to EPQ

5

Is the learner taking this project as part of the Diploma?   ~~Yes~~/No

If yes, which Diploma are they taking? _____

Comments (optional):

Is project derived from work which has been/will be submitted for another qualification?   ~~Yes~~/No

Which qualification (title and unit)? _____

Comments (optional):

I confirm that the project is not work which has been or will be submitted for another qualification and is appropriate.

Agreed: (signed)	Mentor's name (in capitals)	Date
ADuy	ADAM DUCE	26/02/16 ~~/09/15~~

Comments (optional):

I confirm that the project is appropriate.

Agreed: (signed)	Second checking Mentor's name (in capitals)	Date
ADuy	ADAM DUCE	26/02/16 ~~/09/15~~

I changed my title and adapted the phrasing from my initial project proposal to prior to writing my dissertation from:

"Comparing Moving Image with still, analysing the film modern adaptations of classics and the general views within society as to whether we should produce additional adaptations"

I revised this title as I felt the length was too long and the title wasn't concise enough. I later changed the phrasing of the title to:

"Do adaptations of literary classics transformed to film have a positive impact and are they a true representation of the classic?"

I felt this title was more suitable as an informative brief description of my project and was more direct to a reader.

✓ Appropriate page dedicated to discussing title changes considering project outcomes.

Problems throughout EPQ

Fortunately, I had minimal problems throughout my project. I was able to find plenty of relevant sources to use throughout my dissertation which was my main concern prior to this. I was able to find these sources before conducting the dissertation which ensured the writing process was quicker and also easier to conduct. I found meeting the word count reasonably accessible which was a predominant aspect in which I was anxious about as I hadn't written such a large piece of writing prior to this. I am confident with the note taking I carried out when analysing the film production in and comparing it to its original text and format. This acted as my main plan when I reached the stage of writing my chapters and had the key points I needed to cover clearly expressed.

However I think I needed to spend less time on research in reality and begin writing my chapters at an earlier stage in order to have additional time to recite the chapters and improve where it was needed. A lot of the research I carried out I didn't actually refer to within the dissertation and as a result felt wasted as it wasn't an efficient use of time. In addition, I struggled with finding relevant background, contextual information regarding the authors at the time. I thought that by researching the novelists' and play writers I would be able to find links between their lives and themes within their texts. This in turn may have suggested aspects of society at the time in terms of beliefs or morals. They reason primarily for my problems throughout the investigation was my time management the initial stages of my EPQ however as the project progressed I feel I improved in this area.

This could/should be included in Evaluation.

This is useful to include, but perhaps position it at the end of your EPQ in dedicated appendices ✓

Questionnaire

1. Are you familiar with the Literature classics: 'To kill a mockingbird', 'The Great Gatsby' and 'Romeo and Juliet'? *Please circle the texts you're familiar with.*

To kill a Mockingbird   The Great Gatsby   Romeo and Juliet

2. Were you taught the following texts? If so can you circle the text you have studied and please tick at which stage of your education you did so.

To kill a Mockingbird   The Great Gatsby   Romeo and Juliet

- Primary School | | - Primary School | | - Primary School | |
- Secondary School | | - Secondary School | | - Secondary School | |
- College/ Sixth Form | | - College/ Sixth Form | | - College/ Sixth Form | |
- University | | - University | | - University | |

3. Have you watched the film adaptation of 'To Kill a Mockingbird'? *Please circle the appropriate answer.*

                    Yes   No

4. Have you watched the film adaptation of 'The Great Gatsby'? *Please circle the appropriate answer.*

                    Yes   No

5. Have you watched the film adaptation of 'Romeo and Juliet'? *Please circle the appropriate answer.*

                    Yes   No

6. Do you find the moving image improves your understanding of the text?

                    Yes   No

7. Do you think adaptations are a positive attribute within the educatory system and society in keeping the texts alive and present?

                    Yes   No

8. Do you believe 'Romeo and Juliet' is a common narrative/ plot line for romances today?

                    Yes   No

9. If you have seen the texts (or one of them), do you believe they are a true representation of the original text?

                    Yes   No

Important selection of questions to gain data. ✓

10. Do you acknowledge a critics opinion or review prior to watching a film?
                    Yes   No

4

Questionnaire Results

1. To Kill a Mockingbird- 11/20

   The Great Gatsby- 17/20

   Romeo and Juliet- 19/20

   14 people circled all three texts.

   ✓ Key quantifiable results to embed in dissertation - might have been useful to provide contextual information on audience

2. **To Kill a Mockingbird**

   Primary school: 0/20

   Secondary school: 5/20

   College/ sixth form: 7/20

   University: 11/20

   The Great Gatsby

   Primary school: 0/20

   Secondary school: 10/20

   College/ sixth form: 15/20

   University: 9/20

   Romeo and Juliet

   Primary school: 2/20

   Secondary school: 13/20

   College/ sixth form: 16/20

   University: 5/20

3. Yes- 13   No- 7

4. Yes- 17   No- 3

5. Yes- 18   No- 2

6. Yes- 15   No- 5

7. Yes- 15   No- 5

8. Yes- 20   No- 0

9. Yes- 11   No- 9 (All people questioned that voted 'no' said 'The Great Gatsby was not a true representation).

10. Yes-9   No- 11

Questionnaire Evaluation

The results shown in the questionnaire showed a general consensus that film adaptations do "have a positive impact" with 15/20 respondents agreeing that the moving image improves understanding but also a positive attribute within the educatory system. In total 14 out of the 20 respondents were familiar with all three texts, and there was not a single candidate in which was not familiar with any of the texts. As a result this could signify the presence of the classics within society today still.

The only film which received negative results from respondents in the questionnaire for not being a true representation of the text was 'The Great Gatsby', 9/20 answering 'no'. This may be due to a number of reasons. Firstly the modern soundtrack throughout the scenes as the non-diegetic music could arguably strip the narrative of its true essence and as a result presents a modern day society in substitute for the 'roaring twenties'. Similarly, certain scenes in the film have been cut from the film by the producer for example the relationship between Nick and Jordan is contrastingly different to the novel's representation of the affair. Fitzgerald depicts a much deeper relationship as Daisy promises to push them "accidentally in linen closets and out to sea in a boat". Although the line is kept in the screenplay this subplot is not expanded upon. Similarly, in the book, Gatsby invites Nick for lunch located at "well-fanned 42nd Street Cellar". The readers are introduced to Wolfsheim at this stage, a Jewish gangster. Contrastingly, Gatsby and Nick visit a Barber ship in substitute within the film and do not come into contact with the gangster figure.

This analysis would be better placed in dissertation

The majority of respondents study the texts later on in the education system at either A-level or degree, this was particularly evident with 'To Kill a Mockingbird'. This could arguably be due to the mature themes throughout the text, and complex language making the narrative too challenging for a young reader. A total of 11/20 studied the text at university and 7/20 at degree level, topping primary and secondary stages of education.

The majority of respondents had watched all three of the films, the most popular being 'The Great Gatsby' (18/20 having watched the adaptation). After considering this statistic, the factors for the successful viewings could perhaps be due to the aspects that were initially regarded as being unfaithful to the texts. These elements include the soundtrack, elaborate costumes and settings which are massively emphasised and expanded on compared to the novel. These attributes however make the text more modern, and this raises the question of: isn't modernising texts essential for ensuring their presence within society? These new aspects target a younger generation otherwise unfamiliar with the classic novel.

Out of the twenty respondents, eleven don't assess critics reviews and instead allow their own judgements to sprout instead of watching the film we a preconceived opinion and influence. This in turn suggests a bias nature to critic's reviews and as a result during my investigation I will take this into consideration when analysing critical opinions.

Important variable to consider

Classics Discussion

I decided to extend my primary research and provide myself with additional background knowledge I wanted to carry out a discussion with students to question them on the topic at hand. I selected two Literature students at A-level at two students that were not studying the subject in order to get a more realistic idea of the views of the public. The format of the discussion was reasonably informal and colloquial allowing the students to express their thoughts and views to the extent they please. I selected various quotes from the students which I thought were interesting and worth highlighting. This in turn could perhaps act as a catalyst to certain thoughts and ideas I may suggest in terms of public reviews to adaptations.

"I have found that the film adaptations of classic literature texts extremely useful and beneficial when in the studying process for an English literature text". *Literature Student.*

"I am currently studying 'Dr Faustus' in my second year of college and recently viewed a theatre production of the play. Although this isn't a film adaptation and instead a live performance I can say that just seeing a visual interpretation greatly improved my understanding of the text and since viewing it I have been able to provide more contribution in class discussions and more understanding to pieces of work related to the topic". *Literature Student.*

"I had never heard of 'The Great Gatsby' before I saw the film. I was attracted to the movie because of the amazing cast and once I watched the film I was so interested to read the novel. Normally I don't get that excited over a book, but with the visual interpretation of the novel the book felt more alive and fascinating to me". *Not a Literature Student.*

"Last year I studied 'Much Ado About Nothing' and Shakespeare play. There is a modern film adaptation of the play similar to 'Romeo and Juliet' and its adaptation. Although the adaptation differs from the original text the film still provided me with a deeper insight and understanding in terms of character profiles and scenes". *Literature Student.*

✓ Useful raw data to draw upon.

"'The Great Gatsby' was a text I discussed last year. My teacher had discussed with the class the adaptation films that had been created with the most recent starring Leonardo DiCaprio in particular. However, interestingly although for me personally watching an adaptation helps my understanding my teacher stated this film adaptation differed too much from the original and wasn't a true representation. As a result she said it would more than likely confuse me to the scenes added and scenes that were taken away". *Literature Student.*

"I studied 'The Rime of the Ancient Mariner' in my first year of college. The archaic language throughout the poem made it really difficult for me to understand what was going on throughout the duration. However, fortunately my teacher had found a play acting out the poem. This immediately helped me gage a better concept of the poem and push me past the language barrier". *Literature student.*

The majority of the statements above show a positive response to modern adaptations. This was the general consensus throughout the discussion. Arguably these quotes are less relevant when it comes to writing my dissertation however I feel I have more confidence when discussing my theories as to how successful the films are and when I begin analysing reviews from both cortices and the public.

Project Activity Log

Learner Name	Abby Oldroyd	**Learner number**	1934
Centre Name	**Godalming College**	**Centre Number**	**64395**
Unit Name	**Dissertation**	**Unit number**	**01/02/03/04** delete those that do not apply - they are in the same order as the unit names
Teacher Assessor	Adam Duce		
Proposed project title	Do adaptations of literary classics transformed to film have a positive impact, and are they true representations of the classic?		

This form should be used to record the process of your project and be submitted as evidence with the final piece of work.

You may want to discuss:

- what you have done (e.g., from one week to the next)
- any changes that you have or will need to make to your plans
- what resources you have found or hope to find
- what problems you are encountering and how you are solving them
- what you are going to do next

Date	Comments
31/08/15	**Targets for this week:** Decide Final Question and choose the three main texts (novels) I will base the investigation on. I want to choose a subject I feel confident with and can expand upon with extensive primary and secondary research.
	The topic title is important as I want to be able to elaborate out into different aspects of the topic without distancing myself from the question and point of the dissertation.
	Begin researching the three classics. Look at the authors background, the period in which they were written and the success of the novel at that time. Focus predominantly on one text, this will be the basis for chapter one. Ensure sufficient research to provide foundation for a chapter. Focus primarily on Romeo and Juliet- will be chapter I. Look at the background of the novel, how an Elizabethan audience will have interpreted the play. Look at dates, when it was written and performed. Where did Shakespeare get his inspiration from?
	Activities for this week: I researched 'classics' of literature that have been adapted onto a film. Select a range of different novels, and pick three of different genres. Discusses the texts with my English teacher briefly as to whether they were suitable for the question.

I also looked for a definition of 'classics' and what aspects of a novel make it apart of the 'canon' in addition to what is the 'canon'. This research will help to extend my project using contextual literature information to support my investigation.

Found useful resources to incorporate within chapter one regarding the Shakespearean era.

Elizabethan Era . 2004. *The Elizabethan Era* . [ONLINE] Available at: http://www.elizabethan-era.org.uk/. [Accessed 2015].

Investigated the inspiration for the play, and the estimated dates of performances.

Was the target achieved? : I chose the three main texts- Romeo and Juliet, The Great Gatsby and To Kill a Mockingbird. In addition finalised my question, allowing me to start the researching process.

I was successful with completing a questionnaire in addition to my initial target for the week.

I was able to find a relevant source that I can refer to when it comes to the writing process to support my argument.

Targets for next week: Look at the genre of the text, particular generic conventions that are associated and that an audience would typically expect to see, compare with generic conventions of a romance within today.

7/09/15   **Targets for this week:** Look at the language used by Shakespeare, suggest reasons as to why this may be a 'barrier' for a modern day audience, particularly young readers/ audiences, potential students.

Activities for this week: Analysed certain quotes using play script- found online: Romeo and Juliet . 2010. *The Script* . [ONLINE] Available at:http://shakespeare.mit.edu/romeo_juliet/full.html. [Accessed 10 November 14].

Highlight important quotes of relevance that connote the genre, but also that may shock an Elizabethan audience- consider the ending of the play, suicide shocking element to a catholic society- sin.

I looked at how the generic conventions in 'Romeo and Juliet' categorised it as a tragedy and a romance and took into consideration how this has influenced films of this genre today and how the narrative and plot including sub plots has influenced modern films today and their narratives.

I looked at how many films are based upon the narrative plot within 'Romeo and Juliet' and how many people were aware of the influence and considered how this may encourage audiences to view the play itself after watching the film.

Was the target achieved? : Yes.

Targets for next week: Look at how audiences today interpret the play, in particular students.

14/09/15   **Targets for this week:** Look at how the text is taught. Does the language appear challenging to students? What age is the text taught to? Is it a part of the Canon?

Activities for this week: Throughout the stage of the researching process I discovered the age the text it's taught at. There were some problems as this differs depending on the school/ university and their syllabus, however noted this and found the most common age. I discussed this with my English teacher also for confirmation.

Was the target achieved? : Yes, however I want to expand on this area to improve my preparedness for my dissertation.

Targets for next week: Begin accumulating this secondary information in one file for Romeo and Juliet and conduct a questionnaire concerning the play and whether they've studied the play or watched the film or both?

21/09/15 **Targets for this week:** Produce Questionnaire. Ask around 10-20 people, this will deepen my investigation, and can be included within dissertation.

Activities for this week: I decided to carry out a questionnaire with twenty respondents. I ensure the selection of people was varied in terms of age, occupation and interest of literature in order to get general consensus of the 'public's opinion on the matter. I created 10 key questions relating to my dissertation question so that I can refer to my findings when it comes to writing the chapters.

I received varied results however there was a correlation between the age of the person and whether they had read the text or seen the play.

The younger participant was more likely to have seen the movie whereas those of an older age were more familiar with the play.

Was the target achieved? : Yes. However need to accumulate additional primary research.

Targets for next week: Look at any film adaptations. Select the most well- known looking at the cast, dates, directors and producers and the success of the production. Try to think of additional primary research methods.

28/09/15 **Targets for this week:** Research adaptations of the classic and continue with primary research.

Activities for this week: I selected the adaption I will be using and comparing to the classic, directed by Baz Lurhum. I found the key information regarding the film production.

IMDB. 1990. *Romeo and Juliet* . [ONLINE] Available at: http://www.imdb.com/title/tt0117509/. [Accessed 2016].

This website was useful as it provided me with brief yet useful information preparing my knowledge for the dissertation.

I changed my project title from:

To: Do adaptations of literary classics transformed to film have a positive impact, and are they true representations of the classic?

I made this change as I felt it was less vague and more precise however open for debate and interpretation. The topic remains the same however the wording has changed to make it clearer as to what I'm focussing on.

I discussed this with my mentor to ensure my title was fit for purpose.

Was the target achieved? : No. I completed the secondary research I had planned however need to continue working on the primary.

Targets for next week: Focus on Primary Research for Romeo and Juliet.

5/10/15 **Targets for this week:** Conduct a group session with A-level students to produce qualitative data regarding their views on the play and the film.

A level students studying English Literature will have a detailed idea of how influential and also beneficial the film adaptations are when studying the text.

When selecting these students I thought it was important they were familiar with the texts and had studied at least two and so were capable of discussing the texts in detail. I chose two other students (in addition to the previous two) that hadn't study literature and were less familiar with the novels and more so with the film adaptations. This will give me a broader, realistic representation of society's views on the topic.

Activities for this week: I held a group session with 4 A- level students, two of which study English Literature (and language) and two of which who have studied GCSE English but not continued with the subject. This was successful and received an interesting debate.

Was the target achieved? : Yes. However the noting of the discussion was challenging and very time consuming.

Targets for next week: Analyse the film production. Watch the moving image. Look at the choice of cast, setting, themes and language. How has it changed, how is it similar?

12/10/15   **Targets for this week:** Analyse 'Romeo and Juliet' film, looking at aspects of mise en scene. Note the differences and similarities between the two texts. Why may have the changes been made? Consider the audience, how does the production target a modern day audience? Looking particularly at the cast (Leonardo DiCaprio targets a young female audience- new generation) setting and costumes and soundtrack.

Activities for this week: I watched the film ('Romeo and Juliet') and analysed it, creating a grid of notes, aligning them with comparative notes for the classic play. This provided me with a clear distinction between the two, and a plan for the chapter.

I paid close attention to the change in dialogue and aspects such as the setting and costume. It was clear a more modern world was being depicted and the change of setting helped also in attracting a new, more modern audience.

Was the target achieved? : Yes.

Targets for next week: Was the film successful? Why were producers keen to adapt and modernise the play? By analysing the incentives of a producer this will link with the ways in which they have used their incentives and applied them to the adaptation.

19/10/15   **Targets for this week:** Find interviews with the directors. This should help to provide me with a clear concept as to how they intended for the production to turn out and compare this with how well I thought they achieved this. I will be able to compare their ideas with the thoughts from critics and also the results I received from my questionnaire.

Look at the aspects of the film narrative and the change of language suggesting how this will target a new younger audience that would otherwise be uninterested in the play.

Activities for this week: Analysed interviews with the director, cast and producer. Also looked at the backgrounds of director and producer, what other work they had done. I thought this would be interesting to see if there was a correlation in terms of the films they produce and direct.

Looked at the target audience for the production. Found that often schools show the film to students to improve their understanding of the play and its narrative.

13

Was the target achieved? : Yes.

Targets for next week: How does the text target a younger audience?

Suggest reasons why it's important for a play to be adapted and target a younger generation.

26/10/15   **Targets for this week:** Note reasons for why it's important for the play to reach out to a new, younger generation.

Activities for this week: Create a word document noting the reasons as to why it's important the play can reach out to a new audience in depth, add to the plan file. This produced a detail plan in which I can follow when conducting my first plan.

My findings included how it ensures the text remains present within society. How it teaches students in particular about society and their morals and beliefs at the time and offers the feeling of 'cultural capital' meaning often readers choose to watch an adaptation of a classic as it appears more intellectual and 'above' other mainstream audiences.

I found this part of the investigating process particularly challenging as there was very little websites or books or pdf files based on the query and as a result was unable to find many sources to use in my dissertation when discussing this and thought of my own theories.

Was the target achieved? : Yes.

Targets for next week: Suggest reasons as to why some critics may be against creating adaptations of literature classics such as Romeo and Juliet. Try and look for critics discussing this play specifically.

02/11/15   **Targets for this week:** Look at critic reviews with negative comments regarding the adaptation.

Activities for this week: Looked at the reasons an adaptation may receive negative reviews, with literature critics.

PBS. 2005. *Adaptation: From Novel to Film.* [ONLINE] Available at:http://www.pbs.org/wgbh/masterpiece/learningresources/fic_adaptation.html. [Accessed 2005].

Was the target achieved? : Yes.

Targets for next week: Begin the researching process for the second text. 'The Great Gatsby'.

9/11/15   **Targets for this week:** Begin the process to researching 'The Great Gatsby'.

Activities for this week: I found relevant sources regarding the text, in addition to the adaptation. I have noted these down so I am prepared for writing the chapter.

Roger Ebert . 2013. *The Great Gatsby* . [ONLINE] Available at: http://www.rogerebert.com/reviews/the-great-gatsby-2013. [Accessed 08 May 13].

Emilia Prosser. 2010. *The Great Gatsby in the Classroom: Not Just Because It's a Classic.* [ONLINE] Available at: https://sites.google.com/site/emiliaprosser1108/teacher-as-writer/the-great-gatsby-in-the-classroom-not-just-because-it-s-a-classic. [Accessed 01 April 13].

The Victorian Web . 1989. *The Literary Canon* . [ONLINE] Available at: http://www.victorianweb.org/gender/canon/litcan.html. [Accessed 1989].

Was the target achieved? : Yes.

Targets for next week: Analyse novel- relevant notes, look at the language, setting, characters.

16/11/15   **Targets for this week:** Analyse the novel for mise en scene aspects, but also look at how a reader at the time would react to the themes and content. Consider how this may differ with a modern day reader also.

Activities for this week: I noted analytical points of the text, and researched reviews comparing a reader at the time of the publication and today. Quoting key parts, that are associated with the genre (generic conventions).

Info Refuge . 2006. The Demise of the 1920s American Dream in The Great Gatsby. [ONLINE] Available at: http://www.inforefuge.com/demise-of-american-dream-the-great-gatsby. [Accessed 06 February 16].

I also looked at background information regarding the author, suggesting idea's as to how this may influence the text.

Was the target achieved? : Yes.

Targets for next week: Look at film adaptations.

23/11/15   **Targets for this week:** Choose an adaptation to base my second chapter on, and watch it.

Look at critics reviews of the film, consider both negative and positive reviews.

Activities for this week: I watched the adaptation I chose, and made points highlighting the key similarities and differences, and I noted why changes may have been made with audience appeal in mind.

Create a document of critic's reviews quoting key information. I also considered the target audience and how the director and producer appealed to this category.

Was the target achieved? : Yes.

Targets for next week: Look at the success of the film.
Look at how the text is taught.

30/11/15   **Targets for this week:** Consider how the text is taught, is it in parallel with the film to improve understanding of the play.

Activities for this week: I looked at the ages it's taught at and whether the film improves understanding. I discussed this with my English teacher, who teaches the text, as to whether the film is showed to her students for learning purposes.

I thought this section of the investigation was important as the teaching of the text is essentially what ensures the text remains within society and how students and young readers are introduced to the novel or play initially.

The ages at which the text is taught is also interesting as it represents the capability of students and how they tackle certain subjects. The broad range of themes within the novels chosen for my EPQ mean that they are each taught at various/different ages.

I want to use this idea as a key point throughout the dissertation. The teaching of the novels is often paired with the film to improve understanding and is a key benefit to the production of adaptations.

Was the target achieved? : Yes.

Targets for next week: Begin third text: 'To Kill a Mockingbird'.

7/12/15   **Targets for this week:** Find relevant sources for the novel and its adaptation.

Activities for this week: I found academic books, reviews and websites regarding the novel and its adaptation.

These will provide as relevant sources to use within my dissertation. I ensured they were suitable academic sources that were reliable and as a result I am confident to use them in supporting my theories.

Was the target achieved? : Yes.

Targets for next week: Analyses the text choosing relevant quotes. These quotes have to represent a key theme within the text and raise questions as to how an audience will have reacted and responded at the time in the 1920's. I will explore how accurate the representation of the 1920's is in the novel.

The quotes should also represent a key point in the narrative and be used when comparing the adaptation to see how similar the narrative structure is. In this case I could apply the media theory when in discussion with the film adaptation, highlighting the equilibrium, disruption and resolution creating a new equilibrium and analysing how close this is to the original.

14/12/15   **Targets for this week:** Analyse the text in depth to get a clear understanding of the themes, narrative and context.

Activities for this week: I analysed the text looking at language, setting themes (race and equality in particular). I considered how an audience at the time would have reacted to the content- quite shocking however these were current issues at the time.

With this in mind I also too into consideration how an audience within society today would address the themes within the novel, particularly the themes of race and equality, topics that are perhaps less present within society today. This raised the question within my research as to how the novel can have an impact on readers today and can be informative in terms of the revolutionised acceptance of races.

Was the target achieved? : Yes.

Targets for next week: Consider how the background of the author may have had an influence on the text.

28/12/15   **Targets for this week:** Study the author, look how he may have influenced certain character profiles, or depiction of setting, or his views on particular themes.

(I had missed out a week due to the Christmas Holidays)

Activities for this week: I created a through profile of the author noting how he may have influenced the text, and how he projected his views on society and themes such as equality, race, rape and sexuality throughout the novel.

I also researched the extent to which issues like race and equality had upon certain groups within society, which will be an interesting addition to the chapter.

Was the target achieved: Yes.

Targets for next week: Look at adaptations of the text, choose one that has been the most successful and as a result most well-known.

4/1/16   **Targets for next week:** Watch a chosen adaptation of the film, consider aspects of mise en scene and note down any similarities and differences in the film in comparison to the text.

Activities for this week: I watched the film and created a thorough document table with the text and the film noting the similarities and differences providing a clear plan for when I come to writing the chapter.

This task was very time consuming however I felt it was essential to watch the text myself to pick up on information that would otherwise be unmentioned in a book or website/pdf. It also provides me with a first-hand reading of the film and expands my knowledge and confidence when discussing it in comparison to the novel.

Was the target achieved? Yes.

However, I think it would be beneficial to watch the adaptation again to expand upon my notes and comment on any additional features by which I may have initially not picked up on.

Targets for next week: Look at the success of the film.

11/1/16   **Targets for this week:** Was the film successful? How did it appeal to its targeted audience? Consider critics reviews.

Activities for this week: I created a document with quotes from critics illustrating a general conception of the film.

I looked at professional critics opinions but also public reviews on various websites and found a very varied response.

Was the target achieved? : Yes.

Targets for next week: Consider how an audience today may react to certain themes.

18/1/16   **Targets for this week:** Look at current reviews of the film, comparing them to older reviews, to investigate the contrast between audience reaction and also audience appeal.

Activities for this week: I found various relevant reviews showing different opinions regarding the themes, cast and adaptation success.

I also looked at why certain schools have banned the text from teaching- many believe it to be too inappropriate alongside texts such as 'Of Mice and Men' due to the explicit themes.

Was the target achieved? Yes.

Targets for next week: Look at how the text is taught within schools. How the themes of race, equality, rape and sexuality are dealt with.

25/1/16   **Targets for this week:** Look at teaching methods of the text.

Compose a plan and construct an introduction of 750 words.

Activities for this week: I discussed this area with my English teacher. Many schools have watched the film whilst studying the text to gain a thorough understanding of the narrative and themes.

I wrote an introduction briefly explaining the content of my EPQ and introducing my three texts. I was slightly over the word count initially, however was able to cut it down to meet the requirements.

Was the target achieved? : Yes.

Targets for next week: Begin composing chapter I of my EPQ.

1/2/16	**Targets for this week:** Create a plan and begin first half on Chapter one. Aim to complete 750 words of the first chapter: 'Romeo and Juliet'.
	Activities for this week: I created a final plan based on my notes from the researching process.
	However I completed chapter I and chapter II and gave to my mentor for a brief looking over.
	I wrote and completed chapter II, and handed in to mentor for a brief overlook. I also made some changes to chapter I.
	Was the target achieved? : Yes.
	Targets for next week: Compose chapter III.
8/2/16	**Targets for this week:** Write the first half of chapter III- 750 words.
	Activities for this week: I wrote the whole of chapter III, 1500 words. I handed into mentor to look over to ensure it was of standard.
	The chapter III was lengthier then I anticipated and so I had to cut down the chapter to ensure I met with the word limit requirements.
	Was the target achieved? : Yes.
	Targets for next week: Write a conclusion and evaluation.
15/2/16	**Targets for this week:** Write a conclusion and then evaluation both of which should total to 750 words.
	Activities for this week: I completed both my conclusion and evaluation and handed in to my mentor for looking over.
	Was the target achieved? : Yes.
	Targets for next week: Write and Abstract and begin creating a bibliography from my footnotes in the dissertation. Read over all chapters, ensuring I feel confident with each one. Make changes where necessary.
22/2/16	**Targets for this week:** Complete Abstract and begin, or try to finish bibliography. Read over chapters to ensure there are no mistakes.
	Activities for this week: I wrote my abstract which totalled at 257 words. I also composed and completed my bibliography, grading each one depending on their relevance and usefulness.
	I looked over all of my chapters for errors or mistakes and ensured I was within the word limit.
	Was the target achieved? : Yes.

✓ very thorough, well - developed project log with clear activities/ targets to promote progress.

Do adaptations of literary classics transformed to film have a positive impact, and are they true representations of the classic?

Abby Oldroyd

Abstract

The aim of my EPQ was to evaluate whether "adaptations of literary classics transformed to film have a positive impact" and whether they "are true representations of the classic". Throughout the project I analysed three literary novels considered 'classics' and within the literature canon. I specifically looked at how Hollywood producers altered aspects of the narrative, or certain themes in order to target a more modern, younger audience. In order to gain a through comprehension of the modifications between the two texts I analysed aspects such as: the change in language to dialogue, setting, character profiles and themes. After completing this process I researched whether the texts were studied within schools, and came to a conclusion that the film adaptation enabled a more engaged approach and concise understanding from students. My investigation showed that there was a correlation between the age of the critic and their outlook. Often older audiences show less admiration for an adaptation tainting the original text. With this is consideration often the producers have a younger target audience in mind. For a younger audience a film can in some cases overcome the language barrier from old English to modern, and place the narrative in a more contemporary context, making it more relatable. I concluded, although it may not be a universal view, that the modern adaptions prove to have a positive influence, reaching out to a wider audience. Furthermore they encourage a new, younger generation to read the novel and introducing different novelists less commonly touched on by a younger reader.

[Handwritten annotations in margin: "Clear outline of foci." "Perceptive insight from critics"]

[Handwritten annotation below text: "Clear, concise abstract of the aims of EPQ along with key foci."]

Introduction of EPQ

I will be basing my investigating on Literature classics, book's accepted as being exemplary or noteworthy and current film adaptations of the three classic texts. Many producers and directors such Baz Luhrmann- known for directing the adaptations of 'The Great Gatsby' and 'Romeo and Juliet'- are attracted to adaptations as they are able to visually represent their own interpretation of the text, stripping the text's to their core themes.

Source to support

There have been various critics arguing this act of modernising adaptations is blasphemy, however in my opinion it's an ideal method in which classics such as Shakespeare plays can be embedded into modern society to younger generations, keeping the text alive. This in turn could potentially act as a catalyst encouraging students to approach the original text. This closely relates with the development of language, and the methods in which producers of moving images alter certain series of events in order to target a current audience. This offers the opportunity to understand how the English language has advanced not only over time but also to capture the attention of different aged audiences. If classics were not still considered fascinating and engaging novels today we would be oblivious to the evolution of language. During this investigation I want to highlight the similarities between the two in addition to their differences in the hope of gaining a clearer insight as to what makes a modern adaptation. There are numerous aspects of a text that can differ during the process of 'adaptation' for example: the language, characters names, setting and aspects of mise en scene (clothing, props, lighting). If the modern adaptation were to be transformed into moving image then perhaps the order of events would be re-established to appeal to a modern audience or to engage audiences maintaining the suspense achieved in the original. Classic's not only lend themselves to modern adaptations but also provide inspiration to current plots or storylines, for example in 1999: '10 things I hate about you', was based on 'The taming of the Shrew', a Shakespearean classic. Similarly 'Bridget Jones diary' produced in 2001 was inspired by 'Pride and Prejudice'. She's the man (2006) was created with 'Twelfth night' in consideration.

Named critics to support?

Important consideration of language changes

Interesting insight into text's/film's production

The adapted texts I will be looking at include: 'Romeo and Juliet', 'The Great Gatsby', and 'To Kill a Mockingbird'. The reasoning for my selection is primarily due to my current knowledge on the texts and own interest within them. I felt it was a necessity to include Shakespeare as there have been various adaptations and are the most obvious classics. The adaptation of 'Handel and Gretel' is a less obvious choice, however I thought a close analysis of this text would be interesting specifically investigating the alterations made to target an older audience in comparison to the children's tale. 'The Great Gatsby' is an American classic novel written in 1925 recently produced and transformed into a moving image. This adaptation is very closely linked to the original novel; however certain aspects of the film can be interpreted as more modern. A key example of this being the soundtrack featuring current sounds that alter our perception of certain events luring us into believing their occurrence is more recent. 'To Kill a Mockingbird' is a popular classic still read today, covering serious issues such as racial tension and gender equality, this provides an opportunity to analyse the relevance of the subjects within the novel today and how we interpret them today, giving an insight as to how society has changed. The individual adaptations are vary and differ and I think this aspect will make the investigation more interesting offering various opportunities to develop the exploration comparing the texts considering their different target audiences.

How does this link in with your 3 chosen texts?

From a linguistic perspective, studying classic literature from the canon (Shakespeare, Dickens for example) allows observers or readers the opportunity to comprehend and analyse language different to their own. The structuring of text, trends in punctuation and the manner in which we speak has evolved and the awareness of this development aids us to understand language more so and its current context. *Linguistics considered.*

From this investigation I hope to achieve a deeper understanding to the reasons writers, directors and producers create modern adaptations and how classics lend themselves and provide inspiration for texts today, in modern society. I believe it's essential to be aware of the evolution of language and to remain in touch with classics as they have provided the foundations in which writers today rely on and learn from. The generic plotlines classics revolve around are still used today in successful novels and films and for this reason its important people within society today commend classics and continue to acknowledge their existence.

Good, balanced introduction though lacking supporting sources which would allow for more accuracy of debate.

Chapter I: Romeo and Juliet

Film adaptations of classics are often condemned for lowering the status of the original play, or novel, potentially as the adaptation is often simplified undermining its place in the classical canon. Linda Hutcheon asserted in *"A Theory of Adaptation"*[1] 'if an adaptation is perceived as "lowering" a story (according to some imagined hierarchy of medium or genre) response is likely to be negative.'[2] For this reason many admirers believe authors and texts such as Shakespeare are to be untouched, unless adapted by a higher art form.

A well-known classic: Romeo and Juliet, has influenced the way in which many writers compose tragedy or romance novel in society today. The generic love story has proven to be a catalyst for other romantics inspiring not too dissimilar plots, for example: Warm Bodies (2013). The two texts share numerous similarities for example a parallel between characters sharing the same roles and initials[3] and a comparative plot imitating the same equilibrium and progression of narrative. Romeo and Juliet can be plausibly dated back to 1585, estimated to have been written between 1591 and 1596 however there is no exact date. Many literature critics argue that the earliest date is before its time due to Shakespeare's style of writing in the play. The later date allows the necessary time for the compilation of the manuscript used to print the first 'bad' quarto in early 1597. This period, commonly known as the Elizabethan era, this period in time experienced a huge demand for new entertainment. The genre of tragedy and romance appealed to an audience at the time, being new and intriguing. Romeo and Juliet is classified in the manuscripts as a tragedy being titled *"The Most Excellent and Lamentable Tragedy of Romeo and Juliet"* on the 1599 version of the play. Despite this, many audience viewers may be deceived throughout the first two acts, being positioned to view the play as a classic comedy or romance due; slapstick comedy, bawdy jokes and love poetry. The initial phase of the play therefore arguably challenges the generic conventions we as an audience in present society (and within the Elizabethan era), would perhaps associate with a tragedy. However as the play unravels it becomes clear of its dominant genre, leading eventually to the death of our two protagonists. As the title page of the 1597 pages states *"Romeo and Juliet was a popular success in its day:…it hath been often (with great applause) plaid publiquely"*[4].

During the composition of the script, Shakespeare intended for the play to be performed in daylight in an Elizabethan playhouse with minimum props allowing the audience to focus on the richly evocative language. The plot is based upon an Italian tale which was translated into verse (a form

[1] Bright Online . 2013. *Do Film adaptations of Romeo and Juliet enhance Shakespeare in contemporary society or undermine his cultural status?*. [ONLINE] Available at:http://arts.brighton.ac.uk/study/literature/brightonline/issue-number-four/do-film-adaptations-of-romeo-and-juliet-enhance-shakespeare-in-contemporary-society-or-undermine-his-cultural-status. [Accessed 14 August 13].
[2] Linda Hutcheon, *A Theory of Adaptation* (Abingdon: Routledge,2006),p., 3
[3] One- elevenbooks . 2013. *Warm Bodies is Romeo and Juliet.* [ONLINE] Available at: http://one-elevenbooks.com/warm-bodies-is-romeo-and-juliet-2/. [Accessed 06 February 13].
[4] Stage History . 2016. *A guide through the stage history of Romeo and Juliet from Shakespeare's time to the present day.*. [ONLINE] Available at: https://www.rsc.org.uk/romeo-and-juliet/past-productions/stage-history. [Accessed 02 February 16].

commonly associated with romance, and is referred to in numerous Shakespeare plays) as *"Romeus and Juliet"* by Arthur Brooke in 1562, and later retold in prose in *"Palace of Pleasure"* by William Painter in 1582. The play was influenced by both Brooke and Painter, however Shakespeare developed minor characters (specifically referencing Mercutio and Count Paris) producing a more diverse plot, with a multi-narrative structure. The use of dramatic structure and subplots interweaved to embellish the story, was praised as a sign of his skill and a way of targeting a borader audience with different tastes. The form throughout the play alters dependent on the characters and their own growth and development, a clear example of this can be illustrated through Romeo as he grows more adept as the play progresses. There are many different interpretations open to the audience Shakespeare was intending to target during the Elizabethan era. A younger audience aspiring to find love with prospect of marriage will have been (and still currently will be) attracted to the play. Adults however may also be attracted to the play- the parents of young lovers- perhaps viewing the scenarios as shocking, and extreme, adding entertainment purposes. In current society, the target audience could classified as literature fanatics in addition to students of all ages encouraged to study the play. This audience is crucial as it not only keeps the prestigious play alive, but teaches the issues associated with young love, parental intrusion and tragedy. One could however easily argue Shakespeare was reluctant to envisage just one minimal audience as its challenging for an author to narrowly specify who will admire their work. The plot however is so diverse various audiences are able to relate to aspects of the play.

[Margin annotation: Acknowledgement of varied audiences]

[Margin annotation: Consideration of writer's intentions]

In terms of language, Shakespeare uses an enumeration of poetic forms. The play commences with a fourteen line prologue in the form of a sonnet- a dialectical construct enabling Shakespeare to examine the consequences of two contrasting ideas, emotions or events by juxtaposing the two. Romeo and Juliet is frequently written in iambic pentameter with ten syllables of alternating stress in each line creating a fluid style. In addition, blank verse is a common style used throughout the play. This form is often received as more fluid and less structured approach. By alternating forms, this enabled Shakespeare to appoint characters with different styles; for example the Nurse uses a unique blank verse that mirrors colloquial speech. Similarly, the form used can be altered depending on the emotion being conveyed. For example: when Romeo and Juliet meet the form vicissitudes from the Petrarchan (a form becoming archaic during the Elizabethan era) to a more modern sonnet form, quoting "pilgrims" and "saints" as metaphors. In addition during the notorious balcony scene, Romeo attempts sonnet form withholding connotations of love, however is interrupted by Juliet, "Dost thou love me?"[5]. Juliet use monosyllabic words, whereas Romeo opts for more formal language.

[Margin annotation: Strong linguistic analysis]

In 1996 a modern adaptation of the Shakespeare's tragedy was released, transformed into a moving image (film production). Baz Luhrmann[6] assisted in adapting the classic for the screen. This was achieved through various aspects, the most obvious being a change in setting to a post-modern city, Verona Beach. In this adaptation the Capulets and Montagues remain uncivil however are presented as two rival gangs. *Romeo and Juliet* was transformed into an American romantic drama adaptation, staring Leonardo DiCaprio and Claire Danes. The film is a condensed modernisation of the pay however remaining with the original dialogue, replacing props and settings associated with modern day society. It's noted that some characters names change to help target an audience today and adding a sense of realism and authenticity. Lord and Lady Montague and Lord and Lady Capulet are

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[5] Crowther, J. 1st June 2003. *No Fear Romeo and Juliet*. Chicago: Spark Notes
[6] IMBD. 2016. *Romeo and Juliet* . [ONLINE] Available at: http://www.imdb.com/title/tt0117509/. [Accessed 06 February 16].

provided with more casual, first names: Friar Lawrence becomes Father Lawrence and Prince Escalus is identified as Captain Prince. By adapting certain aspects similar to these, it allows productions of classics- like *Romeo and Juliet*- to target a younger more contemporary audience, keeping the notorious play alive. This modern adaptation introduced a new audience entirely to the play from a new perspective, and suddenly what was viewed initially as an archaic play has been revived, and seen as entertaining.

Luhrmann appealed to a youthful audience through the casting of younger actors and creating contemporary context to illustrate the conflict between the generations. This is evidenced in Act One Scene five, the meeting of Romeo and Juliet. Luhrmann uses contemporary dance songs for their first meeting and a blurred technique to enhance the focus on the couple, being the main focus. This is a reoccurring motif throughout the film, it's later revisited to create the effect of Romeo's ecstasy trip mimicking the love at first sight scene, and creating a 'hallucinating' effect. Contextually, the reference to drugs attracted a youthful audience as during the 1990's drug use among teenagers was rapidly increasing. Luhrmann produces an alternative subject, "thy drugs are quick" [7] when Romeo dies, it's proleptic and foreshadows the use of drugs to commit suicide. Two main focal points in the play are excluded throughout the film. Firstly, its key to note that Mercutio's death was on screen, compared to Shakespeare's technique (off stage)[8], this may have been conducted in order to place less emphasis on his death, however his death allows for more to depth supporting the tragedy genre.

Well analysed comparison with original texts, focus on audience.

Shakespeare's play *Romeo and Juliet* has impacted society today acting as a catalyst for current plot lines and new films or texts, and inspired writers or directors to create work not too dissimilar to the play. Ironically the play in itself was an adaptation, as previously mentioned, and therefore the use of existing material has spurred on other writers to act upon this maintaining and reviving older less common texts. This should not be taken as a lack of originality, readers or viewers should incorporate this as a craft in displaying a new understanding of a literary classic. The adaptation of Romeo and Juliet enabled audiences today to connect with the play on a more relatable basis as audiences were able to in the Elizabethan era. This assists in engaging the audience more so and by using modern settings, names and costume designs attracting a wider contemporary audience. Luhrmann's film was described at the "MTV generation of teenagers roughly the age of Romeo and Juliet"[9]. Although this can be viewed as a downfall, it did encourage a younger audience.

Interesting, convincing point about originality + adaption

Solid analysis comparison of original and adaptation linking to title.

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[7] William Shakespeare, *Romeo and Juliet* (London: Penguin Books, 2005),V.3.120 (p. 114).
[8] William Shakespeare, *Romeo and Juliet* (London: Penguin, 2005) III.1.16 (p.63)
[9] Russell Jackson, *The Cambridge Companion to Shakespeare on Film* (Cambridge: Cambridge University Press, 2007),p., 146.

Chapter II: The Great Gatsby

F. Scott Fitzgerald depicts the narrator: Nick Carraway, entering the business world of the summer in 1922. Nick's character profile equates to a modest and grounded lifestyle which juxtaposes greatly as we're introduced with the Buchanan and their fashionable, extravagant life. This clear distinction between Nick and the Buchannan's represents the specific and regimented societal structure during the 1920's. The 'Green Light' is a reoccurring motif, introduced at the start of the novel as Fitzgerald depicts a clear image of Gatsby reaching out to the solitary light. The catalyst in which drives Gatsby to befriend Nick is his undying love for Daisy, who is however married to Tom and his 'old money' in compassion to Gatsby's 'new money', seen to be less desirable. As readers there is perhaps an element of reluctance to trust Gatsby's incentives and we sympathise with Nick as a result. The feud between Tom and Gatsby thrives as they fight over Daisy. Despite a lack of substance and true emotion between Tom and Daisy, she opts for the privileged, old money lifestyle highlighting her shallow character and as readers we sympathise with Gatsby. Towards the conclusion of the novel Gatsby drowns as a result of Tom's actions with his mistress, Merytl, who in fact dies as a result of Daisy's reckless driving. This event reiterates how the upper class exploit the working class, and those with 'new money' for their own benefit.

This American classic novel, has been adapted into a film, reaching out to a new, younger generation. The most famous adaptation, directed by Baz Luhrmann in 2013, follows the protagonist Jay Gatsby and our narrator, Nick Carraway who recounts his encounter with the infamous Gatsby at the height of the roaring twenties. The 2013 film received negative responses, as many critics and viewers felt the moving image was unfaithful to the source text, for example critic Roger Ebert, "Its miscalculations come from a wish to avoid embalming a classic novel in 'respectfulness'"[10]. This reinforces the common fear that many are reluctant to tackle a classic, due to its global success and respect. There were numerous scenes in which Luhrmann alters the original noticeably, predominantly through his hyperbolic portrayals of the parties, and the modern soundtrack within a period piece. However, arguably these changes assist in illuminating important ideas and themes, for example how society within the 1920's exploited the working class that may have not been easily understood by a contemporary audience. Gatsby's parties provide a symbol in which represent the excessive materialistic attitudes shared by the majority of the characters. Therefore perhaps visually, to reconstruct the "lavish" lifestyle, the extreme overdramatic parties, simply emphasies this, and send a clearer message to audiences now.

The Great Gatsby is an epistolary novel, with Nick Carraway- the narrator- writing his own memoir, frequently referring to the "book" in which his thoughts are being collected. The advantages of an epistolary style, is it provides an "intimate view of the characters thoughts and feelings without interference from the author"[11] keeping the flow of the text, and readers engaged. The events of the novel are simple, the appeal is how the prose is processed. This is the appeal of reading the novel however this attribute is very difficult to direct in a moving image production. The solution

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[10] Roger Ebert . 2013. *The Great Gatsby* . [ONLINE] Available at: http://www.rogerebert.com/reviews/the-great-gatsby-2013. [Accessed 08 May 13].
[11] Encyclopaedia Britannica . 2016. *Epistolary Novel* . [ONLINE] Available at:http://www.britannica.com/art/epistolary-novel. [Accessed 13 January 16].

Luhrmann creates is perhaps too convenient and was criticised greatly. Luhrmann strips Nick's character making him seem less significant, reminiscent of the framing device the director used in "Moulin Rouge" as well. The film commences with Nick's visitation to a therapist, encouraging the crazed mess to face the memories that dishevel him, suggesting he should try writing them out. This in turn develops the narrative and sets the film up. Luhrmann reduces Carraway to a conduit of facts. Carraway's own agenda becomes irrelevant and the few introspective moments he is offered throughout the novel appear less innovative and interesting rather than the fundamental essence to the text.

The relationship between Gatsby and Daisy contrasts greatly between the film adaptation and the novel. As readers we are entranced by Gatsby's desire for Daisy as we are left to decipher clues, hinting towards rape as he took her "unscrupulously and ravenously". This relationship however is softened into an arguably monotonous infatuation. Readers were fascinated in decrypting the authenticity of Gatsby's relationship with Carraway, and whether Nick was being fooled. In comparison to the novel, the development of the relationship However in my opinion, the film is successful in highlighting the shallow nature of Daisy and symbolically the higher class. Daisy is the most enigmatic yet disappointing character. Despite Gatsby's devoted love for Daisy, she reveals her true colour's choosing wealth and the materialistic life provided by Tom Buchanan. Despite her pure and innocent persona which is clearly depicted by both Fitzgerald and Baz Luhrmann, she is the opposite from how she is initially presented.

Similarly, the relationship between Nick and Jordan Baker differs from the novel to the film adaptation. Luhrmann's film ensures that Baker is a constant presence throughout the duration but is considerably less involved compared to her feature within the novel. Their relationship does however appear more complex, Carraway juxtaposed description demonstrates this: "Her gray, sun-strained eyes stared straight ahead, but she had deliberately shifted our relations, and for a moment I thought I loved her. But I am slow-thinking and full of interior rules that act as brakes on my desires…" Jordan is used to throw relief upon Carraway's character, revealing a bit more about his lusts and how he filters events of his summer through them. Fitzgerald alludes to Nick and Jordan having sex, however this isn't an occurrence throughout the film, and many viewers took an oppositional reading to his character and lust for Jordan, believing him to have an opposing sexual orientation, and perhaps crave the attention of Gatsby.

Could be intentional given current contexts of same-sex relationships

The character Myrtle differs between the novel and the film. We are introduced to Myrtle with an unappealing description: "the thickish figure of a women blocked out the light from the office door. She was in her middle thirties and faintly stout, but she carried her surplus flesh sensuously as some women can. Her face, contained no facet or gleam of beauty, but there was immediately perceptible vitality about her as if the nerves of her body were continually smouldering". Fitzgerald depicts a undesirable character as we envisage a large, older and larger women. Contrastingly, Baz Luhrmann creates a polar opposite Myrtle, she appears on screen considerably more glamorous and attractive in comparison to her original description. Isla Fisher, the actress taking the role upon herself conducts a high camp performance with the Long Island accent. This immediately creates a division between herself and those of a higher status. Despite this, Fisher's take on the role received positive reviews and appeared successful. She achieves the "smouldering" attribution yet still lacks intellect.

Extended detail here

The Great Gatsby is a part of the literary cannon, which "confers status, social, political, economic, aesthetic"[12]despite various disputes over the diversity of the text[13]. However, the novel is taught to students globally, most commonly at A level, and occasionally GCSE. The Great Gatsby is accessible to this level of student capability, unlike most of the canon. This is beneficial for teaching purposes as more students are likely to not only enjoy and engage with the novel, but develop a more thorough understanding of literary devices that Fitzgerald, alongside various other writers within the canon, demonstrate. A major literary device employed by Fitzgerald is symbolism. The Colombia History of the American Novel, says "Fitzgerald achieves both Nick's and the reader's troubled repulsions in the world of Gatsby by producing spiritually resonating distortions and symbols that defamiliarize the world and make it strange" (Elliot, 1991). A key symbol that exemplifies this is Dr. T.J. Eckleburg's eyes. These eyes stare at the valley of the ashes.

Many teachers, professors and critics argue the significance of studying a novel that many students find inaccessible and as a result rely on modern technology, for example Sparks notes and Cliff Notes, allowing precocious students to avoid reading the text and instead skimming summaries. A 2009 study by the national center (Spargo, 2013) on teaching and learning this classic novel, showed it to be required reading in 64% of catholic schools, 54% of public schools and 49% of independent schools in the USA. The rags-to-riches story is contrasted with a more realistic, less glamourous pursuit of success made by the narrator, Nick, creating an interest parallel between the two worlds, presenting a wide variety of mise en scene for students to explore and analyse. This is arguably easier to do so for some with a moving image example, to pair with the written page. However the movie adaptations fall short of the novels excellence. Fitzgerald presents a clear example of prose in the English language. Due to the length limitations when conducting a film, the rendition of the film feels condensed and rushed, and the depiction of Nick in particular is altered due to his narration dipping in and out of scenes. The producers and screenwriters have been successful in scripting dialogue, creating scenes and creating flashbacks that are not found in the book and essentially take away the essence of the movie and don't include many of the descriptive passages conducted by Fitzgerald. This is evident in Baz Luhrman's edition, as he chooses to eliminate many of the important parts, particularly through the exploration of Jordan and Nick's relationship, Nick's admiration towards Daisy and the discussion Nick shares with Gatsby's father. Despite the advantages of learning the novel with the assistance of a film, many students may be prone to relying too heavily on the film and as a result don't fully capture the true novel. Despite this, the film alone is successful and engaging in my opinion, but as readers or students, its important to be able to distinguish between these two different 'versions' of Gatsby's tale.

[handwritten margin note: interesting statistics to support inclusion of text in EPQ]

[handwritten note: Excellent sustained analysis in this chapter with a slightly different structure suitable to novel and adaptation's perspective.]

[12] The Victorian Web . 1989. *The Literary Canon* . [ONLINE] Available at:http://www.victorianweb.org/gender/canon/litcan.html. [Accessed 1989].

[13] Emilia Prosser. 2010. *The Great Gatsby in the Classroom: Not Just Because It's a Classic.* [ONLINE] Available at: https://sites.google.com/site/emiliaprosser1108/teacher-as-writer/the-great-gatsby-in-the-classroom-not-just-because-it-s-a-classic. [Accessed 01 April 13].

Chapter Three: To Kill a Mockingbird

'To Kill a Mockingbird' is a novel by Harper Lee, published in 1960. The text has been successful winning the Pulitzer Prize and becoming a classic of modern American literature. The narrative is renowned for its warmth and humour, despite dealing with the undermining issues of rape and racial inequality. Critic's claim "In the twentieth century 'To kill a Mockingbird' is probably the most widely read book dealing with race in America, and it's protagonist, Atticus Finch, the most enduring fictional image of racial heroism"[14] illustrating the novels impact. Critics have praised Lee's "remarkable gift of storytelling. Her art is visual, and with cinematography fluidity and subtlety we see a scene melting into another scene without jolts of transition".[15] As a result the story almost immediately attracted Hollywood producers. Alan Pakula, produced the film adaptation in 1962; winning Oscars for Gregory Peck and the screenwriter, Horton Foote.

This film adaptation, staring Gregory Peck as Atticus Finch and Mary Badham as Scout, is arguably as much as classic as the novel itself. Ideally, the original novel and the later adapted film version compliment one and other, which in many aspects is apparent with 'To Kill a Mockingbird'. However the film can accomplish features that a novel is perhaps incapable of achieving, similarly the novel is successful in ways a moving image can't be due to certain limitations. The first person narration demonstrated in the novel, is challenging to project through visual medium. In a film a first person narration would prove distracting, as a result the narration directed through Scout is only presented to the audience in the commencing scene. This arguably strips the audience of gaining a strong sense of Scout's perspective, instead the childlike perspective portrayed in the film connoted through the 'elementary like' non-diegetic soundtrack, is notable. The fragmented narration in the film shifts more so to Jem's experiences. This is evident when Jem locates all the articles in the tree and accompanies Atticus to tell Helen Robinson of her husband's death. Scout still appears as an important character however the film expands on her brother's role.

In terms of characters a film has significantly less time to communicate the story and as result often concentrates certain events into fewer characters, and the two- characters and actions- are sometimes combined. This is exemplified through the transitions in characters; Miss Stephanie Crawford becomes Dill's aunt in comparison to Francis Hancock in the novel. Aunt Alexandra is not present at all in the novel so the issue of scout 'acting like a lady' is not significant throughout the film, and the significant theme of 'gender' presented by Harper Lee is dampened throughout the film. In contrast the film has introduced new characters, to add depth and clarity to particular aspect within the text. Scout and Jem have a conversation discussing their recently deceased mother which revives her for the audience; the book however devotes only a single paragraph to her, connoting a sense of insignificance. The key benefit of producing a film adaptation is that viewers, are able to physically see the characters, and for a modern audience are perhaps more able to relate and connect with the characters and issued raised by Harper Lee. Many viewers engage more so with the text in visual format, however often the detailed description Lee provides doesn't parallel with the chosen cast for the film and consequently throws the audience. This is exemplified through Miss Maudie. The actress' physique is much smaller, younger and more conventional in comparison to

[14] Southern Cultures. 2000. *The Strange career of Atticus Finch*. [ONLINE] Available at: https://www.questia.com/read/1G1-62684741/the-strange-career-of-atticus-finch. [Accessed 2000].
[15] Dave, R.A. (1974). "Harper Lee's Tragic Vision" *Indian Studies in American Fiction* MacMillan Company of India, Ltd. pp. 311–323. ISBN 978-0-333-90034-5

Scouts description in the book. Gregory Peck, by Lee's assertion, received positive reviews, praising
his success, looking "effortless, etching a portrayal of strength, dignity and intelligence" [16].

The film, inevitably has a limited time restriction, in which the producer has to tell the story. Events-
as a result- are invariably deducted when in the process of producing a film adaptation. The
screenplay is conducted over two years, instead of Lee's choice to spread the content of his novel
over a three year period. This is illustrated through the minimal contact between the children and
Mrs Dubose, as the novel depicts. Viewers are deprived of the experiences and episodes with some
of the minor characters that create Maycomb's texture. In terms of the novel and films genre,
'Coming-of-age" defines the American classic. The novel and film however tackle this genre
contrastingly. Lee's novel is influenced by a single, communal major event. The film, is a courtroom
drama, and focusses heavily on the issues related with femininity. Films produced in this period
(1962) were restricted, and the controversial topics Lee touches on were considered taboo. In this
particular film, the directors and producers dealt with the incest rumours, by portraying the
unscrupulous behaviour of Bob Ewell's in a different manner. This is illustrated through facial
expressions between characters, evident in the courtroom- Mayella's facial expressions connote
she's frightened of her father. The courtroom scenes however are condensed, and the closing
argument on behalf of Atticus is shortened, however is conducted in a more verbatim manner.

The film addresses the plight of African Americans through the trial, and Calpurnia, the childminder.
Scout and Jem attend separate church services to Calpurnia and lead separate lives outside of the
Finch household. The film adaptation emphasises the discrimination faced by different races,
through a high key shot overlooking the courtroom clearly establishing the divide between white
and black people, sat different sides of the room. It's significant to recall however, the period in
which this film entered theatres, audiences were not in need of an explanation for this deliberate
arrangement, society at this time, were experiencing the challenges of African Americans first-hand.
The film adaptation is reflective of the audience's culture and society at the time of 1962. However
as a film progresses through time, more modern audiences, particularly of a younger age require
additional information in order to fully grasp the content and meaning of Lee's story.

The novel is widely taught in schools in the US particularly, known for teaching students with lessons
emphasising tolerance and decry prejudice. 'To Kill a Mockingbird' has been subject to campaigns for
removal from classrooms, due to its issues of racial epithets. Critics have argued "Lee presents the
idea and concept of rape in a mature way"[17] and students within modern society should arguably be
encouraged to learn about these issues, particularly as often they are still present today. In the UK
specifically, exam board, OCR, removed 'To Kill a Mockingbird' from their list of reading, claiming it
to be 'immoral literature' due to its predominant themes of race, class and sexuality. Furthermore,
"some academics have pointed out the reason school's opt to study the works is that they are
accessible to students across a range of abilities"[18] whereas many of the classics with the literature
canon are out of reach for many students and prove difficult when learning. Similarly, the positive
impact upon reader after reading Lee's novel has been noted. According to a survey by the Library of

[16] Variety . 1962. *Review: 'To Kill a Mockingbird'*. [ONLINE] Available
at:http://variety.com/1962/film/reviews/to-kill-a-mockingbird-1200420238/. [Accessed 1980].
[17] To Kill A Mockingbird and Censorship . 2011. *Why was it Banned?*. [ONLINE] Available
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[18] BBC News. 2014. *Exam board 'drops' Mockingbird and Steinbeck after Gove reforms*. [ONLINE]
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Congress, the novel was ranked second being "most often cited as making a difference" in people's lives.

The moving image adaptation has enabled modern audiences, and students learning literature within modern society, to develop a more thorough understanding of the text and the issues brought to the surface by Lee. Students are able to connect with characters and perhaps relate more so with the family unit and the relationships that arise throughout the text. Issues that are less occurring within society today, are brought to life through the film, and students, as well as other audiences, can really visualise the messages Lee is delivering to her readers, in 1960 specifically.

In my own retrospective opinion, the film adaptation produced two years after the publication of the novel had huge success, producing a film reflective of the novel, yet condensing aspects to a realistic time frame for a film. As a result, not only the novel, but the film too is a classic, reaching out to new audiences and enabling modern society to underpin exactly what Lee was conveying throughout the novel. The film is not only successful in this aspect, but the visual interpretation of the film makes is widely accessible to more students than previously, and pupils from a broader range of abilities are interested in tackling the novel. The film deals with the same controversial issues Harper focusses upon, however censoring certain events an audience at this point in society. The film is still watched by audiences today due to the direct recollection of racial inequality, and the ability to reach out to different audiences, yet remaining close to the original novel.

Well analysed chapter – interesting aspect that film was produced so soon after original text making comparison more challenging.

Conclusion

Prior to commencing my investigation, I was intrigued to understand the reasoning as to why a producer would tackle a 'classic' within the canon when it's so respected and critically acclaimed. Initially I disagreed with 'tainting' the original classic. I believed the text was a true reflection of society and literature within that era and by transforming the text to a different period in time, the adaptation contains a different ideology and message and cannot parallel with the original. As the approach to certain themes and subjects has evolved over time, many critics believe a different setting alters an audience's perception of the content in the novel. For example 'The Great Gatsby' directed by Baz Luhrmann, despite remaining within the 1920's, is altered with a modern non-diegetic soundtrack, which arguably strips away the true essence of society within the roaring twenties. However after completing my dissertation, I have come to a contrasting conclusion. Modern adaptations; films of classics, are extremely successful, in targeting a younger audience that would otherwise be uninterested. Furthermore, this ensures the classic remains within not only the educatory system, but young reader's interests, reviving the novel.

Considered depth + development

A modern adaptation of a classic targets a new audience, perhaps who haven't yet discovered the classic, or heard of the writer previously. This then provides an incentive to read the novel itself, after engaging with the moving image, which in turn keeps the classic current and present within society today and in the future. The novel is arguably more appropriate for an older audience, as many younger readers struggle with deciphering the language, and then interpreting the subjects, and the current narrative. As a result the novel can be too challenging and less engaging. New authors today, tackle more current, relatable subjects that a younger reader is more likely to engage with, which further takes away any interest in novels that contradict this mainstream pattern. This was a key reason I believe the modern adaptations to be having a positive impact, and success within our modern society. Without the adaptation audiences today would have a greatly refined understanding of the text.

I also led to the conclusion that the films provided a foundation for educatory purposes, proving an additional positive influence. By paralleling the text with a film during the analysing process, students are able to maintain a clear, concise understanding of the progressing chapters, and the narrative. This is achieved as audiences can more easily visualise the narrative whilst reading, post viewing the moving image, an in turn sprout new analytical suggestions and a more involved approach with the text. By remaining with the same key narrative structure, characters and themes, a modern setting can be applied which creates a more contemporary edition of the text and engages the audience. This, in my opinion, is essential in order for students or young audiences to truly grasp the context of the novel.

Many classic novels, touch on perhaps quite explicit themes, that authors today shy away from due to the controversy. For example in 'To Kill a Mockingbird' Harper Lee focusses on sexuality, rape, race and class, many readers today are less aware of these issues as they are less common. Many schools have banned the teaching of novels like 'To Kill a Mockingbird' or 'Of Mice and Men' for 'inappropriate' subjects for students. However, I have concluded that the teaching of novels with subjects such as these is beneficial for a student, and has a historical teaching behind. This ensures students remain aware of these issues that are still, although less present, within society today. The film adaptation of novels highlights these issues and still projects a strong message of equality.

Contextual Consideration of schools' prescriptivist or descriptivist approach

Modern adaptations provide a new and modern perspective on either subjects in the narrative, or character profiles, or even our perception of settings and locations, or periods in time. 'Romeo and Juliet' for example, progresses in time within the modern adaptation, revolving around the same narrative however altering the setting providing a new perspective on the text, particularly so for younger audiences.

Overall, I believe modern adaptations to be thought of as positive contributions to literature. In my opinion, reaching out to new audiences and engaging a younger generation is essential in order for the novel to remain present within the educatory system and society. The adaptation creates a platform for new interests to arise for audiences who less commonly associate themselves with classics, and encourages a broader range of readers to branch out to other novelists famous for other 'classics'.

Solid, well-considered conclusion involving many wider contextual implications.

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[handwritten annotation:] ✓ Clear bibliography following Harvard Referencing conventions.

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Evaluation

From my initial plan and concept, to completing a dissertation on "Do adaptations of literary classics transformed to film have a positive impact, and are they a true representation of the classic?" I have achieved what I originally strategized. I wanted to create a comparative 'document' as such, highlighting the similarities and differences while illustrating a 'classic' in parallel with the film adaptation, suggesting the potential reasons behind this. Furthermore, I was able to provide a deeper insight into generic conventions a modern audience is typically expecting, within my investigation. I then analysed what is considered 'appealing' and what engages an audience and in addition, read the classic, which in turn acts as the catalyst to exploring other novelists. In contrast, looking back on my project, I would have liked to investigate more aspects of the film industry, for example the choices in mise-en-scene. This would have enabled me to elaborate on the on how modern films target audiences, in comparison to the novels I was analysing.

If I had the opportunity to approach my project from a different perspective I would have perhaps deepened my investigation by looking contextually. This would have involved, researching the lives of the novelist- of the books in study- and how this may have influenced certain topics and themes; why they chose them. This in turn would have branched out to audience review and reaction, particularly interesting when analysing 'Romeo and Juliet' in my Chapter I. The play was produced during a very religious period, with a catholic society withholding strong beliefs in damnation for mortal sin. Suicide was considered a sin and as a result will have caused controversy, however a modern audience may have a different viewing experience. I think this aspect of the project would have been particularly interesting however lengthened the investigation both in words but with time consumption.

Aware of limitations but also of wider contexts

There were numerous components of the project, such as the researching process, analysing and evaluating sources, and keeping a current project log. In terms of the researching aspect I think I was successful in providing myself with enough knowledge to complete the task. I spent a large amount of time focussing primarily on the research in order to feel confident when discussing the novel, or film in detail. On the other hand analysing my sources perhaps could have been done in more detail, with that in consideration, evaluating the sources was thorough during my project. I found keeping my project log challenging, however was able to update my progress periodically, to provide a timeline of my development with the EPQ. This in turn provided a clear schedule for myself highlighting the aspects I needed to complete and a reminder of particular stages of the project I needed to revise and develop.

Throughout the project process I have learnt a lot about conducting a lengthy dissertation, and the work behind the essay required to ensure success. I have learnt the importance of research prior to commencing the writing process. This stage is often overlooked, and as a result work can lack supportive references, and detailed knowledge throughout the investigation. Fundamentally, without the amount of research I conducted, I would undoubtedly have struggled with meeting the word count requirements. I would not have learnt as much about the texts that I thought I knew well, and would have a weak comparative dissertation between the classic and film. I have learnt that although the main bulk of the writing is important, the researching and references is just as essential in order to achieve a thorough, well-written piece of work.

Very perceptive point on research.

In terms of my own strengths and weaknesses I think I have been successful in comparing two texts and producing a lengthy analysis. I surprised myself with the amount of research I conducted, however in the future when producing a dissertation, or lengthy essay there are aspects I would approach differently. As I produced chapter I and II, I was reluctant to include references, and sources. It wasn't until chapter III that I began introducing sources and references as I was writing. This made the process a lot easier, whereas with chapter II and II, I had to go back and add references where suitable. This was definitely my weakness at the initial stages of my EPQ, however I felt I improved in this area as the project progressed, and in future work I would continue in this style.

Strong evaluation considering multiple aspects of EPQ.

Source Evaluation

I used the following sources in my dissertation. The sources can also be located in my bibliography.

Reference/ Source	/10	Evaluation
	Chapter I	
1-Bright Online	8/10	This website was extremely thorough and provided me with a lot of background knowledge regarding Shakespeare. It discussed numerous adaptations, and the reasons behind this. It also mention the success of the films which provided me with an idea of how the film targeted the audience in order for it to have success.
2-A theory of adaptation	6/10	This book was helpful, however a lot of the content wasn't relevant to the topic I was basing my EPQ on. However gave me an idea of people's perceptions and opinions of adaptations.
3-One-elevenbooks	6/10	This website provided me with an idea of how 'Romeo and Juliet' still has a n influence on films today, in terms of their narrative and plot. 'Warm Bodies' a famous Hollywood film, was based around the narrative of the Shakespearian classic.
4-Stage History	6/10	This website gave a brief background as to how the play has developed over time, and how it has remained popular. It was useful in providing me with information as to how producers appeal to audiences today.
5-No Fear Romeo and Juliet	9/10	This was useful, providing information about the Shakespearean language and the connotations behind it.
6-Romeo and Juliet IMBD	7/10	This was useful as I was able to analyse audience reviews and opinions of the film adaptation and also provided a brief summary to the background of the director.
7-Romeo and Juliet	10/10	The text itself was obviously very useful, by quoting from the text I was able to demonstrate the use

✓ Clear research renew assisting EPQ project.

8-Romeo and Juliet	10/10	of language and how this has developed, in addition to the connotations behind it. ""
9-The Cambridge companion to Shakespeare on film	9/10	This book was extremely helpful providing an insight into the changes made to the classic in order to transform the written words to a moving image.
	Chapter II	
1-Roger Ebert Reviews	7/10	This was useful as it provided a thorough critic review stating- in their opinion- the negatives and successes of the film adaptation.
2-Britanicca	5/10	This was useful as it gave me a brief background to the epistolary form of the text and how this influences the reader.
3-The Canon	5/10	This website was helpful in providing a background as to how a novel becomes part of the canon, however was not specifically about the text I was discussing.
4- Gatsby in the classroom- not just because it's a classic	7/10	This site was useful as I discovered he reasons the text is studied in class, not only because of its status, but because it's accessible for students across a broad range of abilities.
	Chapter III	
1-The strange career of Atticus Finch	6/10	This website was useful in terms of providing context to society at the time the novel was written. It discussed issues such as race and equality and how they were dealt with at the time. This was helpful as these and two key themes throughout the novel.
2-Haper Lee's Tragic Vision	7/10	This book was useful as it provided critics reviews and comments its success and perhaps downfalls.
3-To Kill a Mockingbird Review	6/10	""
4-To kill a Mockingbird and Censorship	8/10	This was very helpful as it enabled me to develop my idea of how audiences today perceive the text

Reference/source	/10	Evaluation
5-Exam Board drops Mockingbird	8/10	and view the themes Lee discusses. This was very useful as I was able to investigate further how the text is taught, and how educatory systems deal with the themes, such as race and sexuality, or if they believe it to be inappropriate.

Sources Evaluation

These are the sources I did not use in my dissertation for various reasons.

Reference/source	/10	Evaluation
1. Xfinity **The Best and Worst Romeo and Juliet adaptations**	4/10	This website was useful is demonstrating the vast number of films based on the production. However there was very little substance and detail to the website. The films shown are also based on the narrative instead of an adaptation, so less relevant to my investigation.
2. Northern Ballet **The Great Gatsby**	5/10	This website enabled me to gage the scale in which the play is adapted and the different types of production in which it is transformed into, such as ballet. This website was interesting however there was very little information about the adaptation production itself and therefore wasn't as relevant to include within my dissertation.
3. Wikipedia **List of modernised adaptations**	4/10	Although this website was useful with its listing I decided it wasn't reliable enough to use in my dissertation as people can choose to change the information as they please. As a result I decided to

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			source my information from other sites and books produced by literature or film critics.
4.	An Introduction to the theory of adaptation.	6/10	This book shows the process by which a book is transformed to a film and illustrates examples of novels that have been through this adaptation process that have been successful and some that have had negative reviews. The book was interesting yet wasn't relevant to the texts I was studying and I therefore struggled to reference it within my dissertation.
5.	The Early History and Development of Film	5/10	This website was generalising in terms of how all genres of film within the film industry and evolved and developed however wasn't necessarily relevant to my three texts and therefore I found it less useful.
6.	A theory of Adaptation	5/10	This website looked at adaptation on a broad scale in terms of film, opera, musicals video games and music. Therefore it wasn't just specific for novels or classics and therefore I decided it was less useful and relevant and didn't include within my dissertation.

1. Xfinity . 2016. The Best and Worst 'Romeo and Juliet' Adaptations. [ONLINE] Available at: http://my.xfinity.com/slideshow/entertainment-romeojuliet/2/. [Accessed 05 February 16].
2. Northern Ballet . 2015. The Great Gatsby . [ONLINE] Available at: http://northernballet.com/the-great-gatsby/adaptations. [Accessed 01 January 15].
3. Wikipedia . 2016. List of modernized adaptations of old works. [ONLINE] Available at: https://en.wikipedia.org/wiki/List_of_modernized_adaptations_of_old_works. [Accessed 04 February 16].
4. Brian McFarlane (1996). Novel To Film: An Introduction to the Theory of Adaptation . USA: xford University Press, U.S.A. . 1-296.
5. Brian McFarlane (1996). Novel To Film: An Introduction to the Theory of Adaptation . USA: xford University Press, U.S.A. . 1-296.
6. Hutcheon, L (2012). A theory of Adaptation . 2nd ed. London : Routledge. 1-304.

MODERN ADAPTATIONS OF LITERARY CLASSICS

Abby Oldroyd

Clear, colourful presentation which strategically covers structure of EPQ

Why

- Often Literary classics are adapted into film as a result of their initial success.

- Adaptations introduce a new, modern and younger audience and encourage, particularly students, to show an interest in the original, and gain a more thorough concept of the text when learning it.

- Readers who have experienced the novel prior to the film are intrigued to see how the directors and producers have tackled the novel and to what extent it differs.

- Many novels have cinematic aspects, and flow from each scene effortlessly providing a clear foundation for a production of a film.

Classic VS Adaptation

- What makes a novel a 'Classic'...?

- A classic usually expresses some artistic quality—an expression of life, truth, and beauty.

- The work is usually considered to be a representation of the period in which it was written.

- A classic has a certain universal appeal. Themes of love, hate, death, life, and faith touch upon some of our most basic emotional responses.

- A classic makes connections. You can study a classic and discover influences from other writers and other great works of literature.

Classic VS Adaptation

- What is an adaptation...?
- A **film adaptation** is the transfer of a written work, in whole or in part, to a <u>feature film</u>.
- There are many challenges with adaptations:
  - The Novels length- condensing the content.
  - The Narrative first, often in 1st person which is hard to illustrate on screen.

What compels a producer to tackle a modern adaptation?

- The pre-existing narrative, character profile's, descriptive language to provide a depiction of the setting.

- An audience interested in the book. Many readers will be intrigued to see how a producer transforms a pre-existing text into moving image.

- Readers will be interested to see how similar their visual interpretation of the text was.

- Producers of the text may be admirers of the novel or novelist.

- A 'classic' transformed into a film can revive the text by targeting a new, younger generation.

To Kill A Mockingbird

-Harper Lee

- "Mockingbirds don't do one thing but make music for us to enjoy. They don't eat up people's gardens, don't nest in corncribs, they don't do one thing but sing their hearts out for us. That's why it's a sin to kill a mockingbird." - Harper Lee

- Harper Lee is an American novelist widely known for her 1960 Pulitzer Prize-winning *To Kill a Mockinabird* which deals with the racism she observed as a child in her hometown of Monroeville, Alabama.

- In 1963 Robert Mulligan directed a moving image adaptation staring Gregory Peck as the protagonist: Atticus Finch.

- Many have argued the film is as much as classic as the novel as they compliment each other.

- However the film can accomplish features that a novel is perhaps incapable of achieving, similarly the novel is successful in ways a moving image can't be due to certain limitations.

To Kill A Mockingbird

- There are however negative aspects of the film as to how faithful it is to the text...

- The first person narration demonstrated in the novel, is challenging to project through visual medium.

- In a film a first person narration would prove distracting, as a result the narration directed through Scout is only presented to the audience in the commencing scene. This arguably strips the audience of gaining a strong sense of Scout's perspective

To Kill A Mockingbird

- There are benefits to a moving image....

- In contrast the film has introduced new characters, to add depth and clarity to particular aspect within the text. Scout and Jem have a conversation discussing their recently deceased mother which revives her for the audience; the book however devotes only a single paragraph to her, connoting a sense of insignificance.

- Viewers, are able to physically see the characters, and for a modern audience are perhaps more able to relate and connect with the characters and issued raised by Harper Lee. Many viewers engage more so with the text in visual format

Romeo and Juliet

- Romeo and Juliet, has influenced the way in which many writers compose tragedy or romance novel in society today. The generic love story has proven to be a catalyst for other romantics inspiring not too dissimilar plots, for example: Warm Bodies (2013).

- In 1996 a modern adaptation of the Shakespeare's tragedy was released, transformed into a moving image (film production). Baz Luhrmann assisted in adapting the classic for the screen.

Romeo and Juliet

- There were various changes made to the text within the film...

- A change in setting to a post-modern city, Verona Beach.

- It's noted that some characters names change to help target an audience today and adding a sense of realism and authenticity. Lord and Lady Montague and Lord and Lady Capulet are provided with more casual, first names: Friar Lawrence becomes Father Lawrence and Prince Escalus is identified as Captain Prince.

Romeo and Juliet

- There have been various benefits to the adaptation....

- Luhrmann appealed to a youthful audience through the casting of younger actors and creating contemporary context to illustrate the conflict between the generations.

- The adaptation of Romeo and Juliet enabled audiences today to connect with the play on a more relatable basis as audiences were able to in the Elizabethan era.

The Great Gatsby

- F. Scott Fitzgerald depicts the narrator: Nick Carraway, a young man about to discover the bond business in the summer of 1922.

- This American classic novel, has been adapted into a film, reaching out to a new, younger generation. The most famous adaptation, directed by Baz Luhrmann in 2013, follows the protagonist Jay Gatsby and our narrator, Nick Carraway who recounts his encounter with the infamous Gatsby at the height of the roaring twenties.

The GREAT
GATSBY

F. SCOTT FITZGERALD
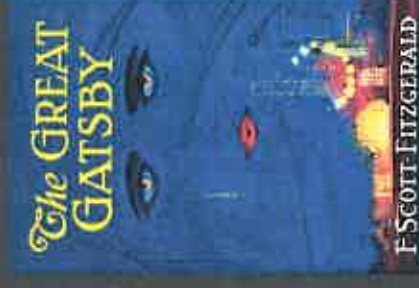
The Great Gatsby

- The film received negative reviews…

- The 2013 film received negative responses, as many critics and viewers felt the moving image was unfaithful to the source text, for example critic Roger Ebert, "Its miscalculations come from a wish to avoid embalming a classic novel in 'respectfulness'". Roger Ebert . 2013. *The Great Gatsby*.

- There were numerous scenes in which Luhrmann alters the original noticeably, predominantly through his hyperbolic portrayals of the parties, and the modern soundtrack within a period piece.

The Great Gatsby

- However the film attracted a new audience and provided younger readers with a more visual understanding of the text...

- The changes made by Fitzgerald assist in illuminating important ideas and themes, for example how society within the 1920's exploited the working class that may have not been easily understood by a contemporary audience. Gatsby's parties provide a symbol in which represent the excessive materialistic attitudes shared by the majority of the characters. Therefore perhaps visually, to reconstruct the "lavish" lifestyle, the extreme overdramatic parties, simply emphasise this, and send a clearer message to audiences now.

Do adaptations have a positive impact?

- The film adaptations reaches out to new audiences enabling modern society to underpin exactly what Lee was conveying throughout the novel.

- The visual interpretation of the film makes is widely accessible to more students than previously, and pupils from a broader range of abilities are interested in tackling the novel.

- Specific to 'To Kill A Mockingbird' the film deals with the same controversial issues Lee focusses upon, however censoring certain events an audience at this point in society. The film is still watched by audiences today due to the direct recollection of racial inequality, and the ability to reach out to different audiences, yet remaining close to the original novel.

Are they helpful within the educatory system?

- According to a survey by the Library of Congress, 'To Kill A Mockingbird' was ranked second being "most often cited as making a difference" in people's lives.

- The moving image adaptation has enabled modern audiences, and students learning literature within modern society, to develop a more thorough understanding of the text and the issues brought to the surface by Lee. Students are able to connect with characters and perhaps relate more so with the family unit and the relationships that arise throughout the text. Issues that are less occurring within society today, are brought to life through the film, and students, as well as other audiences, can really visualise the messages Lee is delivering to her readers, in 1960 specifically.