Monday, December 7 · Existing 20-minute editing clinic

Editing: identify, compare, explain

Name _____ Date _____

Teacher-authored Section A practice. Use the labeled classroom demonstrations. These are prepared comparisons, not footage from an assessed extract.

Action and shape · 5 minutes

Compare the hand movement carried across a cut with the cup-to-clock shape match. Identify which is an action match and which is a graphic match. Locate the detail that establishes your answer. Explain whether the cut maintains continuous movement or connects different objects.

Time and transitions · 5 minutes

Compare the labeled versions. Identify what changes: omitted time (ellipsis), repeated/ overlapping action (expansion of time), a dissolve, fade, wipe or superimposition. Distinguish a long/short take from slow motion. For alternating shots, explain whether the sequence establishes concurrent actions or invites a comparison without establishing simultaneity.

Independent comparison · 7 minutes

Write the pair selected for you: _____

Analyse how the editing change constructs meaning in these two versions. Identify the precise change, use the correct term and explain its effect on time, spatial connection or representation. Refer to what is actually shown.

Check and revise · 3 minutes

Underline the example, circle the editing term and mark the explanation of meaning. Correct one inaccurate term or weak connection. Keep the work for the December 9 guided answer.

Technical retest and repair

Name _____ Date _____

The teacher selects an unfamiliar demonstration in response to the December 9 guided answer. The assessed A4 extract stays sealed. This is formative classwork, not another submission.

Your target

Identify the technical term or evidence-to-meaning connection named in your December 9 feedback.

Identify and explain

Watch the selected example. Identify the technique and locate the visible or audible detail that supports your answer. Explain how the choice constructs meaning or represents a person, group or relationship in this example.

Correct and rewrite

Compare your explanation with the correction. Rewrite the inaccurate term or weak reasoning. State any uncertainty that still needs teaching.

Source framework: 2027 syllabus technical elements; coursebook §§4.1–4.3; existing December 7/14 lesson allocations. No Cambridge mark is assigned to this short exercise.