Monday, November 16 · Coursebook §§3.1–3.2, pp. 60–75

Genre, narrative and my opening

Discuss Ulman/BEEF, record and check your blog proposal, then begin a focused opening study. Keep the first notes for Wednesday; no additional submission.

Name _____ Date _____

1. Record and check your opening proposal

Add a dated Film Opening Proposal section to your idea/alternatives blog entry, or create the entry if needed. Use the direction prepared before class. State the situation and central action, genre or tone, what viewers should learn or wonder, and feasible people/location. Explain why you chose this beginning and name one question for research. Label the entry Planning.

Show the actual entry to the teacher for a direction check before beginning question 2. Record any unresolved point. Keep the proposal provisional: research may develop or change it. Reuse existing ideas and feedback; a separate polished proposal is not required.

The coursebook uses *The Heat* (2013), p. 63, to discuss a female crime-solving partnership as a variation on a familiar convention. Genre conventions can change with social contexts. A hybrid combines genres.

2. Begin a focused opening study

After the proposal check, choose one professional fiction-film opening that can help answer the research question in your proposal. Record the film title, year and source. Identify a question the example can help you investigate, such as how an opening introduces a character or controls a reveal.

Watch a replayable passage from the opening. Select three brief moments in the order shown. For each, note an image or sound and what the viewer learns. Identify a genre convention and explain the expectation it creates.

Choose one reveal. Does the viewer know it before, with or after the character? Explain what would change if that reveal came earlier or later. These are initial research notes, not a completed research portfolio.

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3. Identify a choice to investigate

Use one precise detail from the opening you have just studied. State a choice you might try in your own opening and explain the connection to the reference. A rough sketch and notes are enough.

Annotate what viewers would see and hear, what they would understand, and what would remain uncertain. Show it to a partner without explaining it aloud. Ask: “What do you understand? What do you expect next? Which image or sound detail supports that?”

Record what the partner understood and what you need to investigate or revise. Keep the reference and notes for Wednesday. The storyboard develops alongside further research; the full opening and titles studies are not assumed complete.

Monday, November 16 · Coursebook §3.3, pp. 78–79

Gender, Voice and Power

How does the extract distinguish what Offred thinks from what she is able to say and do?

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“Audience members may reject the preferred reading of a text: consider why they might do this.”

Marshall, Naisbett and Stoklosa · printed p. 78

4. Public position in the whole extract

Watch the full passage, 05:19–09:46. Locate one action, line or costume detail that distinguishes Serena’s position as Wife from Offred’s position as Handmaid. What can each woman say or do in this exchange? Explain what the detail supports.



Offred and Serena in the sitting room · The Handmaid’s Tale, episode 1 · Hulu, 2017.

5. Private voice and spoken dialogue

Identify one example of Offred’s voiceover and one line of spoken dialogue. Note the words, speaker and who can hear each within the scene. What difference is there between the thoughts viewers hear and what Offred says aloud?

6. Explain how a reaction shot shapes meaning

In the replay, 05:35–07:52, choose a cut to a reaction shot of Offred or Serena.

Identify the line or action immediately before the cut. Describe the expression or gesture we see in the reaction shot.

What does this reaction suggest about the character’s attitude toward the other woman? Explain how placing the reaction immediately after that line or action supports your interpretation.

7. Perspective, action and a qualified claim

How does the extract distinguish what Offred thinks from what she is able to say and do? Use the voiceover and dialogue from question 5 and the reaction shot from question 6. Explain how these choices shape our understanding of her relationship with Serena.

Test your claim against another line, action or reaction in the passage. Does that detail support the claim, limit it or suggest another explanation? State what the evidence allows you to conclude. You do not need two equally convincing readings.

For Wednesday: p. 153. Annotate what a viewer would see and hear in one frame of your own opening.

A Section A paragraph

Name _____ Date _____

Analyse how the extract constructs meaning, including representations of Offred and Serena, through sound and editing.

Teacher-authored, narrowed Section A practice. This is not an exact past-paper question or a full 25-mark response. From 08:05 to 08:30, write independently from Monday's notes. Connect a precise sound and edit to the representation you explain.

Peer feedback · 8 minutes

Underline a precise example and circle its technical term. Check the order of the events and cut. Mark the explanation of representation and ask one question about an unsupported or overgeneral claim.

Independent revision · 7 minutes

Revise the weakest connection between the example, technique and representation. Keep the first version beside the revision. Qualify an alternative reading where the evidence requires it.