**Year 12 Film Study Topics 2013**

Film Study: The Bourne Identity, directed by Doug Liman

**TOPICS (Choose ONE)**

1. Analyse how verbal AND visual features of a text (or texts) you have studied are used to give audiences a strong idea.
2. Analyse how important techniques are used to engage your emotions in a text (or texts) you have studied.
3. Analyse how atmosphere is established and maintained in a text (or texts) you have studied.
4. Analyse how the beginning AND ending of a text show an important change in a character or individual in a text (or texts) you have studied.
5. Analyse how a character or individual is influenced to make decisions in a text (or texts) you have studied.
6. Analyse how the growth of a relationship affects the climax in a text (or texts) you have studied.
7. Analyse how symbols are used to develop an idea in a text (or texts) you have studied.
8. Analyse how successful a text (or texts) you have studied has been in influencing you to think differently about an issue.
9. Analyse an important idea in the text. Explain how verbal and or visual features of the text helped you to understand this idea.

Idea: The main idea of the film is the protagonist’s journey to self-discovery. Bourne moves from being in the figurative darkness as to who he is and what his role in society is, to coming to terms with the person he really is and discovering love through Marie. His conscience and moral values takes control over the rigorous CIA training he has undergone and he realises he is capable of love and affection and incapable of cold blooded murder.

**Analyse means to break down and thoroughly examine the features of a text in order to understand the language and style used to communicate ideas. By using analysis you can discuss aspects such as characterisation, theme, and plot development and evaluate the effectiveness of the specific aspect.**

**Visual and Verbal Features /Techniques**

|  |  |
| --- | --- |
| Visual Features | Verbal Feature |
| **Camera Techniques: Shot** Wide Angle Long Shot Full Shot Mid Shot Close Up Extreme Close Up**Camera Techniques: Angle** Over The Shoulder shot Point of View shot High Angle Low Angle Eye Level **Camera Techniques: Movement** Tracking shot Crane shot Aerial shot Pan shot Tilt shot Zoom shot | Dialogue |
| Props | Sound Effects |
| Costume | Music |
| Special Effects | Use of Silence |
| Lighting | Voice over |
| Colour |  |
| Use of Settings or Location |  |

**Essay Planning**

S, E, X, Y

S, E, X, Y

S, E, X, Y

**Question**

**Analyse an important idea in the text. Explain how verbal and or visual features of the text helped you to understand this idea.**

**Code for Paragraph One: Introduction**

**T = Title of the text underlined**

**A = Author of the text (in this case the Director)**

**K = Key words and phrases from the question you are doing**

**O = Outline the main points you will be discussing (the four film techniques you have chosen from the list)**

*[Example of Introduction Paragraph]*

In the film The Bourne Identity, the director Doug Liman, shows the viewer how the beginning and ending of a text show an important idea in the text. The important idea is the change the protagonist undergoes in his journey to self-discovery. Bourne moves from being in the figurative darkness as to who he is and what his role in society is, to coming to terms with the person he really is and discovering love through Marie. His conscience and moral values takes control over the rigorous CIA training he has undergone and he realises he is capable of love and affection and incapable of cold blooded murder. The director contrasts the start and ending of the film and uses different visual and verbal features to help the viewer understand this idea. The director uses the visual techniques of light and colour, camera movement and angles, setting and the verbal technique of dialogue to show the viewer this change that Bourne undergoes.

**Paragraph Two: Description of idea**

(Give a brief definition of the idea / theme in your own words) Bourne’s journey to self-discovery starts somewhere in the …

**Code for Paragraph Three: Discussion of 1st Technique (SEXY paragraphs)**

**Statement: The director uses the ….technique of … to show …
Example: Discuss specific example(s) from film when this technique is used.
EXplanation: Explain the effect of the technique.
Effect the technique has on You as the viewer.**

*[Example of a Paragraph]*

**The director uses the** [*visual/ verbal*] **technique of** [*the technique you are going to discuss first*] **to show** [*refer back to the theme you have chosen to discuss*].**An example of this technique is shown when…** [*refer to a specific scene in the text where this technique is shown and use some of these questions to to guide your response*].What can you see? What is happening? How/where does the camera move? What sounds or music can we hear or is there silence? What is important about this?
**By using this technique the director…** [use some of these questions to *explain the deeper meaning of the technique]* What does the use of this technique reveal about the development of a character? What does this technique show about relationships between characters? What mood does this create? What issue or theme does this technique make us think of? Who’s point of view does it place us in?
Where else in the film is a similar technique used to further illustrate the point the director is trying to make **Overall, the director has succeeded in…** [use some of these questions to guide your response. How does the technique make us react a specific way? How does the film make us like/dislike/sympathise etc with specific characters? How does the film make us consider specific issues?
Why is it important we feel a certain way about characters? Why is it important that this mood is created at this point? Why do we need to see the point of view through a certain character? How is this text similar to other films, stories etc? How is this part of the film relevant to my life? How does this part of the film relate to real people’s lives? What does the director want us to think about? Why?

**Paragraph Four: Discussion of 2nd Technique**

**The director uses the** [*visual/ verbal*] **technique of** [*the technique you are going to discuss first*] **to show** [*refer back to the theme you have chosen to discuss*].**An example of this technique is shown when…** [*refer to a specific scene in the text where this technique is shown and use some of these questions to to guide your response*].What can you see? What is happening? How/where does the camera move? What sounds or music can we hear or is there silence? What is important about this?
**By using this technique the director…** [use some of these questions to *explain the deeper meaning of the technique]* What does the use of this technique reveal about the development of a character? What does this technique show about relationships between characters? What mood does this create? What issue or theme does this technique make us think of? Who’s point of view does it place us in?
Where else in the film is a similar technique used to further illustrate the point the director is trying to make **Overall, the director has succeeded in…** [use some of these questions to guide your response. How does the technique make us react a specific way? How does the film make us like/dislike/sympathise etc with specific characters? How does the film make us consider specific issues?
Why is it important we feel a certain way about characters? Why is it important that this mood is created at this point? Why do we need to see the point of view through a certain character? How is this text similar to other films, stories etc? How is this part of the film relevant to my life? How does this part of the film relate to real people’s lives? What does the director want us to think about? Why?

**Paragraph Five: Discussion of 3rd Technique**

**The director uses the** [*visual/ verbal*] **technique of** [*the technique you are going to discuss first*] **to show** [*refer back to the theme you have chosen to discuss*].**An example of this technique is shown when…** [*refer to a specific scene in the text where this technique is shown and use some of these questions to to guide your response*].What can you see? What is happening? How/where does the camera move? What sounds or music can we hear or is there silence? What is important about this?
**By using this technique the director…** [use some of these questions to *explain the deeper meaning of the technique]* What does the use of this technique reveal about the development of a character? What does this technique show about relationships between characters? What mood does this create? What issue or theme does this technique make us think of? Who’s point of view does it place us in?
Where else in the film is a similar technique used to further illustrate the point the director is trying to make **Overall, the director has succeeded in…** [use some of these questions to guide your response. How does the technique make us react a specific way? How does the film make us like/dislike/sympathise etc with specific characters? How does the film make us consider specific issues?
Why is it important we feel a certain way about characters? Why is it important that this mood is created at this point? Why do we need to see the point of view through a certain character? How is this text similar to other films, stories etc? How is this part of the film relevant to my life? How does this part of the film relate to real people’s lives? What does the director want us to think about? Why?

**Paragraph Six: Conclusion**

Briefly state which techniques were used to convey specific and why they helped you understand. [move outside the text and tell about the lessons learnt – what was in it for you as the viewer]

[**http://www.studyit.org.nz/subjects/english/english2/5/subjectcontent/answer-question.html**](http://www.studyit.org.nz/subjects/english/english2/5/subjectcontent/answer-question.html)

**A link to valuable advice when planning your essay – check it out !!**

**Achievement**

[Analyse](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#achv-analyse) [specified aspect(s)](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#achv-aspects) of a visual or oral text, using [supporting evidence](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#achv-evidence).

Make sure you:

* brainstorm your answer so you focus on the question not the plot
* state at least one central idea or argument in the introduction, to be discussed in 4–5 clear paragraphs, and your final thoughts presented in a conclusion
* answer all parts of the question
* include the title and author in the introduction
* structure paragraphs by using topic sentence, explanation, and example from the text
* use accurate quotations, examples, and details from the text to support your analysis
* use appropriate and accurate terminology to support your analysis
* show you have examined and understood the main ideas, events, and characters in the text
* identify how the text makes you feel or what it made you think about
* write 300–400 words.

**Achievement with Merit**

Analyse specified aspect(s) of a visual or oral text [convincingly](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#mrt-convince), using [supporting evidence](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#mrt-evidence).

Make sure you:

* reach Achievement
* directly and fully answer the question using relevant quotations and details from text to reinforce your points
* plan your answer and expand your ideas by structuring and argument
* address all parts of the question equally
* thoroughly examine aspects of the text and begin to make conclusions about writer's purpose
* distinguish between **how** certain effects, ideas, and elements are presented and **why** they were presented in that particular way
* examine how language and production techniques have been used to shape the reader's point of view
* think independently and show an appreciation of theme, style, production techniques, and purpose
* make relevant and mature conclusions based on personal response and understanding
* write 300–400 words clearly and logically.

**Achievement with Excellence**

Analyse specified aspect(s) of a visual or oral text convincingly and with [insight](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#ex-insight), using [supporting evidence](http://www.studyit.org.nz/subjects/english/english2/5/achievecriteria/terminology.html#ex-evidence).

Make sure you:

* reach Achievement with Merit
* show how all elements of the text (plot, setting, character, and style) work together to support the writer's purpose
* apply your knowledge to suit the question
* develop a discussion or argument around the text and the question
* demonstrate a deep and full understanding of the text
* consistently evaluate the effectiveness of how production techniques have been used to communicate a message
* choose a main theme or character that can be fully discussed and linked to other themes in the text
* use appropriate vocabulary confidently to explain your ideas connected to the writer's purpose
* use insightful analysis to make mature observations and respond personally to the text to further your argument
* make conclusions throughout the essay to give a unique and /or an original response
* write 300–400 words clearly and logically.

**EXAM STRATEGY**

Copy the underlined words below and use arrows to create a flow chart of what you need to do IN THE EXAM.

* Write the **title and director** of the film at the **top of your essay**.
* Choose the ‘best-fit’ question for your text.
* **Underline the key words** in the question.
* **Mind map** your answer **first** in the planning box.
* Use **topic sentences** that link to the question.
* Use text **analysis vocabulary** such as:
* The directors want to show us that ….
* This was important because ….
* A key idea this presents is …….
* An example is the scene where …
* There was conflict between …
* This technique helped the audience understand that …
* We learn from this that …
* Another example was when …