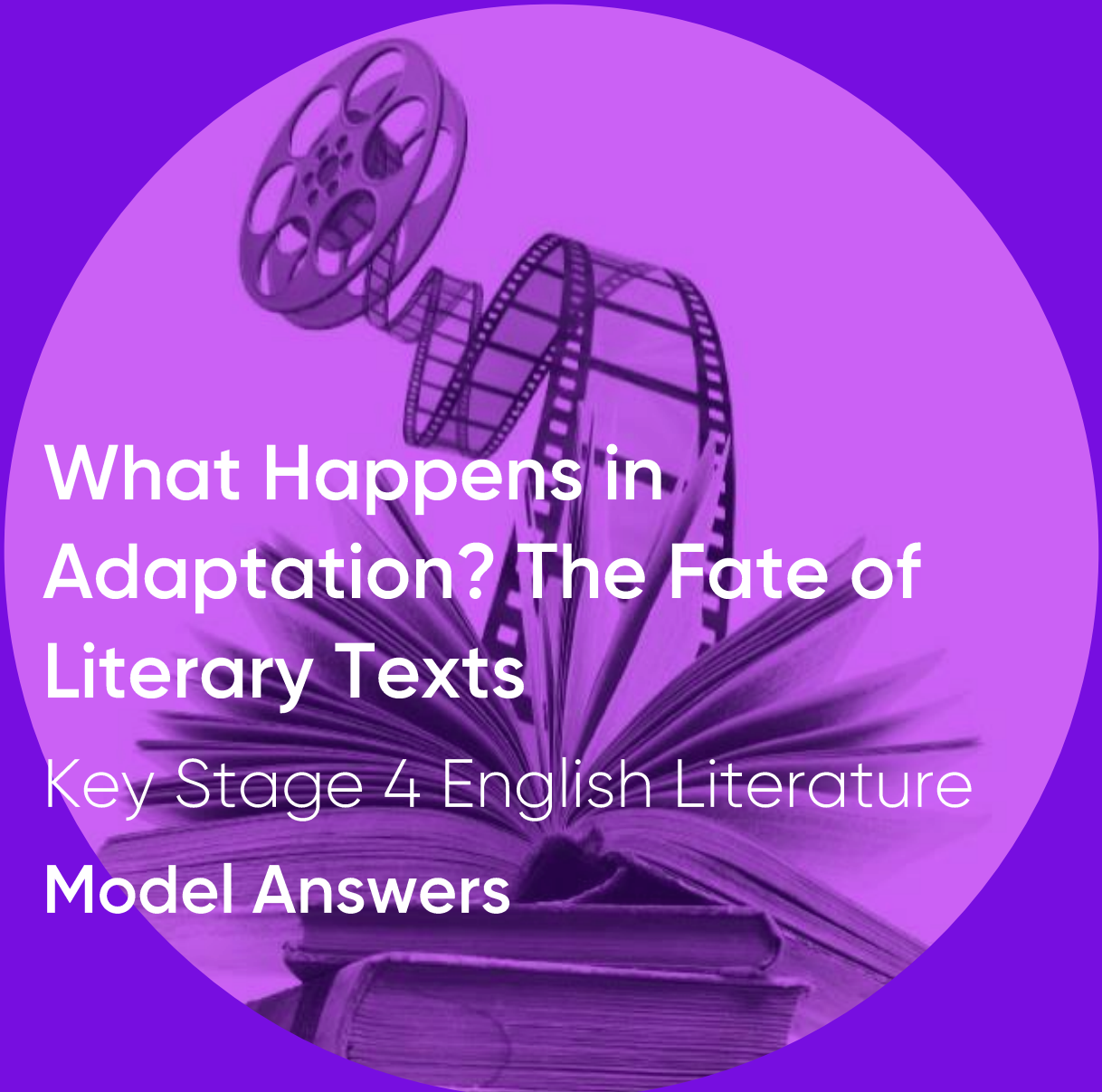


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**What Happens in
Adaptation? The Fate of
Literary Texts**
Key Stage 4 English Literature
Model Answers

2019



Resource One

Model Answers



Answers Activity 1:

1. Ideally, bearing in mind the quotation, pupils will have annotated words and phrases which guide their vision. For example, where their gaze is directed and descriptions are made, such as of the house.
2. Pupils should have noticed that the extract is told from a first-person narrative. Therefore, the reader reads what Pip sees as he goes along and it is a picturesque narrative. The narrative includes a lot of detailed description and vivid imagery, seen, for example, in the portrayal of Miss Havisham and her appearance.
3. Pupils should discuss how Dickens guides our imagination through using elements of cinematic mise-en-scène, such as the design of the spaces and the costumes. He guides our focus, just like the camera would in cinematography.
4. Pupils may infer that, theoretically, this could be filmed as it is on the page. However, they should also consider how this restricts the filmmaker. Film professionals, such as the director, screenwriter and editor, might have less creative freedom to develop the visual aspects of the film.

Resource Two

Model Answers



- Answers**
1. Pupils should describe how the first page sets up the three witches, emphasising them and their machinations. Things they should notice include how words from the first scene are repeated in the third scene, as we follow Macbeth when he meets the Three and the prophecies are being made. Pupils should notice that individual panels are focusing on certain elements, for example, the close-up of the witches, and that this creates more emphasis.
 2. Pupils should discuss how the graphic novel reader becomes more of a collaborator, as s/he engages in an active process of engaging with both word and image together. Word and image influence each other and meaning is derived by looking at both together.
 3. This asks the student to be creative in their response. Generally, the argument should be that the graphic novel form can make reading Shakespeare a little less scary, as we have images accompanying the language, which can help us develop our understanding of the scenes and plot. Regardless of which version they have chosen, they should also consider how not reading Shakespeare plays in their original form can take away meaning and interpretation from the original. A great response would also include, that the plays were written to be performed, not read

Resource Three

Model Answers



- Answers**
1. Pupils should spend time considering each element of the song individually and as a whole.
 2. Pupils should notice the intensity of the lyrics. They could refer to the love that is being sung about as wild, passionate, and/or controlling through the imagery that is evoked. They could also focus on individual words, such as 'window' perhaps signalling forbidden or secret love. They can also relate this back to information they have learnt in the 'context' about Cathy and Heathcliff's relationship.
 3. Techniques that definitely should be noted are the repetition of lines and names, as this creates heightened intensity. The addition of sound can also build on this intensity, or also take it into a different direction, perhaps even changing the interpretation of the words. Considering the female voice within the song also adds another aspect.
 4. Pupils should refer to how the song both summarises and simplifies the relationship within the novel. They could discuss how reading the novel could enhance the understanding of the song, but also how it can stand alone as a song without knowledge of the book. The reason for this is the skill of the wording and the form, as it manages to convey atmosphere and emotion by itself.

Resource Four

Model Answers



Answers

1. Pupils should clearly note the differences within the descriptions and also the images.

(1) *Romeo & Juliet* → *West Side Story*

They should consider the addition of music, change of setting and time (also in view of when the film was made, issues of gang war, immigration and racial tension)

(2) *Pride and Prejudice* → *Bride & Prejudice*

They should consider the addition of music and dance, modern day setting Indian culture and customs as well as prejudices against these, also global scale setting (India, England, America) and missing one sister

(3) *Sherlock Holmes* → *Elementary*

They should consider the American setting, modern-day, female and Asian Watson, more emphasis on drug addiction also through Watson's role, the ability to tell more stories as TV series and modern elements to these

2. Pupils should discuss how the changes create more cultural relevance and allow issues to be explored through different settings and approaches, for example, racial and cultural tensions. They should consider how new approaches can entice new audiences as well as fans of the original by looking at stories in different ways and figuring out how they can be applied to a modern world and made relevant. The drawback to be considered is that it defamiliarizes the original story and therefore the work of the author. It might also create a negative side effect for the original work and the author.

Resource Five

Model Answers



- Answers**
1. Pupils should refer mainly to the lighter tone of the film in comparison to the play. This is made through adding comic effect and relief, for example, through the character of the PE teacher. Changes in terms of location, character (lollipop lady) and timeline should be considered in view of the simplicity of storytelling in film and for economic reasons.
 2. Pupils should discuss how a play is already in dramatic form and has been written with performance in mind. It is therefore already compressed, with a specific focus on the spoken words and directions in terms of staging. On the other hand, a novel might offer more creative freedom for the filmmakers and different details could be enhanced. Technical aspects within filmmaking could be referred to, for example, framing and editing techniques and that film is a more visual medium than theatre. Film also includes different aspects of location and mise-en-scène, which are often condensed for simplicity on a theatre stage.
 3. An argument could be made that the author knows his work best.

However, pupils could discuss how, as it is a different medium, changes need to be made which the author might be reluctant to do, as he/she is too close to the writing. The author might also be unfamiliar with the requirements of the medium, for example in terms of screenwriting and how films are made. Book readers might feel reassured by the involvement of the author and overall, the presence of the original author within the adaptation can give more authority to the film in the end.

Pupils should also consider that there can be issues of control between the author, director, producer, and actors.

Resource Six

Model Answers



- Answers**
1. Pupils should refer to the criticism in the article and the objections that the author has with regard to the overflow of Harry Potter material and tie-in narrative. The author suggests J.K. Rowling is hypocritical in her new projects, which she considers to be a lesser quality and harmful to the original work. The article is written with a lot of Harry Potter specific terminology, meaning that it is easier for someone to follow her meaning if they know the references she is making, for example with locations such as Privet Drive and individual words such as 'Pensieve'. However, even someone unfamiliar with all the words can still understand the overall criticism of the article.
 2. Pupils should consider that new narratives of existing stories allow fans to explore the world further, or, generally, to learn more about characters and go beyond the pages of the book. The advantages for the author should be mainly seen in terms of economic rewards, but, Perhaps also, in the pleasure of creating and enhancing the world that has been invented. The quantity over quality approach. Products and writings are also not always authorised by the author, which can also harm the original and create false expectations for fans.
 3. This is a chance for pupils to be creative, as they can discuss how it is a lot easier nowadays with access to media and globalisation. They should refer to the increased interactivity with products, for example, through games, fan sites, fanfiction, apps etc. and other tie-in merchandise, DVD/Blu-ray extras, soundtracks, colouring books, mugs, visiting studio sets, adventure rides, etc. Examples across media platforms could include: Lego, Superheroes, Lara Croft, etc.

Final Reflection Model Answers



Guidance In their final reflection essay, pupils have the opportunity to demonstrate their critical and independent thinking:

They should summarise the different forms of adaptation they have encountered and consider the benefits and disadvantages of each of them.

The title is indicative of the changing process of adaptation and that there are always new ways and different approaches to adapt a work to and within different media.

It should ultimately have made them more aware of the different processes and options involved within adaptation, as well as the different ways that we encounter adaptation within modern life.

Rather than judging a book or a film in view of each other, they should consider them as independent works and value them for their different strengths and weaknesses in view of the medium they are in.



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