



Let the Right One *In: Revision* Learning Mat

REPRESENTATION,
genre and film
language

Narrative

In cinema, representation concerns the portrayal of **someone or some people** in a particular way. When a film is made, the production team take creative decisions that ultimately produce characters that act, look, sound, and perform in a certain manner. In placing a character on screen, they do so without showing all of the people who are like that character. As a result, this character represents all people of this character type. **Therefore, representation can be seen as either positive or negative depending on how the character depicts people**, and the more examples of types of people and characters we see, the better the accuracy that the representation will be. **This makes cinema very powerful in terms of influencing ideas and attitudes within society because it has the power to shape an audience's knowledge and understanding about representation.**

1. Go here: https://brightlightsfilm.com/wp-content/cache/all/of-bullies-and-blood-drinkers-talking-to-tomas-alfredson-about-let-the-right-one-in/#.XEoJR_7TEY

This is an interview with the film maker of LTROI.

- ☐ What does the interview teach us about the themes, issues and ideas around young people that the director wanted to explore?
2. Describe your thoughts about the director's response the question about the phenomenon of bullying and violence. What are your views about where the real violence in the film is?

Representing age

As with all forms of representation, the categorisation of people can be a lazy and tired way of falling into stereotypes or caricatures. Teenagers, for example, have typically been represented in a negative manner even if films only show one example of a teenager in their film. This unfair representation can be attributed to the fact that today it can be difficult to pigeon-hole people into age groups, as the boundaries are becoming more blurred – for example, video games are just as likely to be played by middle-aged adults as teenagers.

Many people are underrepresented in terms of their age; with some notable exceptions, films tend to stay away from much older characters and when they do their representation often portrays these people as crotchety and reclusive or authoritative.

1. Identify and describe three important young people in LTROI
2. Describe their appearance and their general behaviour/attitudes in the film
3. Describe a scene in which their behaviour represents teenagers **positively**. Explain how film language helps to create this positive representation.
4. Describe a scene in which their behaviour represents teenagers **negatively**. Explain how film language helps to create this positive representation.
5. Go here: <https://www.bbc.com/bitesize/guides/z9fx39g/revision/1> make notes and complete the test_ – **pay particular attention to age and gender**

Film Language AND Genre

1. Analyse the swimming pool scene: how is film language used here to create sympathy for Oskar and draw attention to the violence of teenagers?
2. Look closely at the scene in which Oskar doesn't give Eli permission to come in so that he can test her limits: how is film language used in this scene to create horror and sympathy?
3. Go here https://en.wikipedia.org/wiki/Nordic_noir#Common_features and find out about nordic noir: using at least one scene as an example, how can the visual style, themes and themes of LTROI be considered examples of nordic noir?

Further activities

1. Go here <http://www.filmeducation.org/pdf/film/LetTheRightOneIn.pdf> or use the pdf and complete the BFI activity pack

Mock question: How does LTROI represent gender? Using at least two moments from the film, show how the film presents stereotypical and subverted views of gender.



Big question: (GENRE) Marketing for the film sets up audience expectations that the film is Vampire-Horror. Having studied the film, to what extent do you agree with this classification? In what sense is the *film more than that*?

Context

Themes of the film also consider contemporary issues of integration of 'foreigners' into traditional environments, as well as classic themes in literature such as bullying, childhood and romance

1. Create a plot graph that is labeled with Todorov's stages and a brief description of what happens at each.
2. Go here: <https://sweden.se/migration/> and find out about migration in Sweden throughout the 80s, 90s and the millennium. In particular, make notes on the causes of migration to Sweden, the numbers of people involved and the effects on Swedish society and the experiences of migrants themselves – read in particular the section on 'The integration issue'.
3. Go here and read the blog about the film and bullying: <https://my.vanderbilt.edu/vandyperforms/2016/03/let-the-right-one-in-exclusion-and-isolation-within-outsider-status/>. Demonstrate how at least two points in the blog are true by explaining how scenes from film can be used to illustrate them.