

## Assessment Schedule – 2013

### Media Studies: Demonstrate understanding of a relationship between a media genre and society (91493)

#### Evidence Statement

*Note: The candidate should have identified the option they intend to respond to: 1, 2, or 3; or their selection must be evident in the answer.*

Achievement	Achievement with Merit	Achievement with Excellence
<p>The candidate explains the relationship between the media genre and society.</p> <p><b>For ALL options, the candidate:</b></p> <ul style="list-style-type: none"> <li>• describes at least ONE recognisable characteristic of the media genre</li> <li>• explains at least ONE aspect of the relationship between the media genre and society</li> <li>• must discuss the media genre (this may include explaining some sense of the nature of the genre, or making some reference to the text being representative of the genre)</li> <li>• gives supporting evidence for EACH connection</li> <li>• discusses at least THREE texts relevant to the chosen genre.</li> </ul>	<p>The candidate analyses the relationship between the media genre and society by explaining the impact of the relationship on the genre and / or society.</p> <p><b>For ALL options, the candidate:</b></p> <ul style="list-style-type: none"> <li>• provides a detailed explanation of the media genre's relationship with society</li> <li>• explains the impact of this relationship</li> <li>• shows some understanding of the identified society</li> <li>• clearly outlines the nature of the media genre discussed</li> <li>• gives evidence to support the analysis.</li> </ul>	<p>The candidate evaluates the wider significance of the relationship between a media genre and society on the genre and / or society.</p> <p><b>For ALL options, the candidate:</b></p> <ul style="list-style-type: none"> <li>• draws conclusions about the wider significance of the relationship</li> <li>• constructs an argument from analysis of the media genre supported by textual evidence</li> <li>• integrates genre, society, and textual evidence in a coherent response.</li> </ul> <p><b><i>Perceptive understanding</i></b> means that the candidate shows evidence of perceptive insight (some conclusions drawn from their own thesis argument or genre analysis) into the connection between the genre and society, and the effect this has on the genre or society, how / why these have arisen (some historical / theoretical perspective, or reliable media commentary may be appropriate – at least an understanding of forces and rationale).</p> <p><i>Evidence of perceptive understanding</i> may come from:</p> <ul style="list-style-type: none"> <li>• the depth of the candidate's analysis</li> <li>• the candidate's initial response to their chosen statement</li> <li>• the strength of the candidate's conclusion.</li> </ul>

**Option 1: At the centre of any genre are common concerns of society (partial examples)**

At the centre of the **dystopian film genre** is the idea of political power gone wrong. In the films Planet of the Apes (1968) directed by Franklin J Schaffner, and Children of Men (2006) directed by Alfonso Cuarón, we see how individual freedom is impacted by corrupted political systems.

In Children of Men, the government is very controlling. Most of the world's societies have collapsed, and in Britain, all foreigners have been declared illegal immigrants, and are rounded up by British military forces to be deported. Alongside this political context, the population is under threat, as pregnancy rates have fallen. The underground movement is helping a pregnant woman escape this corrupt regime. Theo and the underground group hope that the baby will be born in a different political climate to save the world. This idea of challenging the values of a society is what dystopian films do well, and this film reflects fears that governments could impact on people's freedom.

In Planet of the Apes, political power is shown through the reversal in power from man to animal, and how Taylor and the other astronauts have to, in classic dystopian fashion, fight for survival on a post-apocalyptic planet earth.

Often film genres present issues and ideas in the society in which they are made. This is the case when exploring the themes and moods of **dystopian films**. The directors of this genre have used the key ideas of the genre (political mistrust, and the corruption of scientific technology) to show what a dystopian future might look like.

Both Planet of the Apes (1968) directed by Franklin J Schaffner, and Invasion of the Body Snatchers (1956) directed by Don Siegel, reflect these key ideas of the genre – political mistrust. Freedom of the individual comes via a more powerful, dangerous force. In Invasion of the Body Snatchers, the pod-like aliens arrive on earth and attach themselves to sleeping humans. Dr Miles Bennell returns to his small town practice to find several of his patients not acting like themselves, and people are worried that their neighbours are not themselves. This dystopian metaphor shows the fear of communism. Planet of the Apes also has a political message, as well as a warning to modern society about the evolution of humankind.

Additionally, **dystopian films**, utilise the fictional settings of futuristic worlds to explore the contemporary issues surrounding science and technology through time. This makes us question the role of science and technology. There are depictions in these films, which reflect the fear of science.

There is a philosophical shift in dystopian films from science being beneficial to it being corrupted. The anxiety surrounding science and technology in these films evolved in response to society. This recurring motif in the genre is its strength, as the genre invites an examination of society's morals, and for the audience to dispassionately reflect on the message of the film. In Planet of the Apes, Dr Zaius states, "The Forbidden Zone was once a paradise. Your breed made a desert of it, ages ago". Clearly this loaded comment requires an audience to form an opinion on the right or the wrong of this major theme.

This 'rhetorical genre', as film writer Per Schelde calls it, makes us look at the power of science as it poses universal questions about human morality.

<b>N1</b>	<b>N2</b>	<b>A3</b>	<b>A4</b>	<b>M5</b>	<b>M6</b>	<b>E7</b>	<b>E8</b>
<p>Gives an incomplete description of at least ONE recognisable characteristic of the media genre.</p> <p>Provides little explanation of ONE aspect of the relationship between the media genre and society.</p> <p>Uses insufficient evidence from only one or two texts.</p>	<p>Gives an incomplete description of at least ONE recognisable characteristic of the media genre.</p> <p>Provides some (discussion) explanation of ONE aspect of the relationship between the media genre and society.</p> <p>Uses insufficient evidence from only one or two texts.</p>	<p>Describes at least ONE recognisable characteristic of the media genre.</p> <p>Explains ONE aspect of the relationship between the media genre and society.</p> <p>Uses mainly relevant evidence from THREE texts.</p>	<p>Describes at least ONE recognisable characteristic of the media genre.</p> <p>Explains ONE aspect of the relationship between the media genre and society, making some attempt to explain the implication(s).</p> <p>Uses relevant evidence from THREE texts.</p>	<p>Explains, in depth, ONE aspect of the relationship between the media genre and society, explaining the impact.</p> <p>Uses detailed and relevant evidence from THREE texts.</p>	<p>Explains, in depth, ONE aspect of the relationship between the media genre and society, clearly explaining the impact in some detail.</p> <p>Uses detailed and relevant evidence from THREE texts.</p>	<p>Draws conclusions about the wider significance of the relationship between the media genre and society.</p> <p>Uses detailed and relevant evidence from THREE texts that clearly and consistently supports the discussion.</p>	<p>Draws insightful / convincing conclusions about the wider significance of the relationship between the media genre and society.</p> <p>Uses detailed and relevant evidence from THREE texts that clearly and consistently supports the discussion.</p>

**N0** = No response; no relevant evidence.

### Judgement Statement

	<b>Not Achieved</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<b>Score range</b>	0 – 2	3 – 4	5 – 6	7 – 8