

# ASSESSOR MARKS AND COMMENTS (ENGLISH)

## Comparative study

<b>CS01</b>	Dystopian Genre		
<b>Chosen film 1</b>	Battle Royale		
<b>Chosen film 2</b>	Divergent		
<b>Topics</b>	The Criticism of Political Ideologies in the Dystopian Genre		
<b>Criterion A</b>	Task components (12)	<b>Mark</b>	12/12
<b>Comments</b>	<p>There is strong research focusing on the films, the topic of Dystopian works and the sociological background of the contrasting cultures. The student references highly appropriate sources that develop perspectives on political ideologies in both Japan and the U.S.A. (authoritarian government relating to wartime and post-war Japan, and Western Capitalism). Quotations develop the idea of dystopia, and also the cultural context of the films, quoting many expert sources. In short, throughout the Comparative Study, the student references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. At the same time, the student demonstrates an effective and highly appropriate knowledge and understanding of the identified task components and the cultural context of the two selected films. The explicit explanation for the choice of the two films is located after the films are introduced, at 2:27 in the study. The explicit justification links the two films, the task components, and the cultural context, supporting the choice of topic.</p>		
<b>Criterion B</b>	Comparing and contrasting (12)	<b>Mark</b>	12/12
<b>Comments</b>	<p>The argument begins with three main areas three main areas: the portrayal of authority, the conformity of society, and use of violence which reflect on the topic of the representation and criticism of political ideologies in the specific films and the Dystopian genre. In terms of technical evidence supporting the argument, there is a focus on cinematography, lighting, and mise-en-scene, developing the ideas through specific focus on filmmaking technique. Remarks are discerning and insightful. Comparisons and contrasts are presented clearly and thoroughly, with continued reference to sociological and filmic sources to develop ideas. The idea of costuming and symbolism is also dealt with focused attention on significant similarities and differences. Comments about editing could be developed (though they are relevant to the narrative topic discussed), but overall the student has effectively explained how the films relate to each other and the chosen topic.</p>		
<b>Criterion C</b>	Assembling the comparative study (8)	<b>Mark</b>	8/8

<p><b>Comments</b></p>	<p>Quotations from the student’s research are consistently associated with relevant images from the chosen films to develop the emerging argument. The work is logically and effectively organized, with solid links between audio and visual material, as well as on-screen and audio citations. There is an insightful and balanced look at both films, and their cultural context as well as their generic features.</p>		
<p><b>General commentary</b></p>	<p>The idea of representation as part of the Dystopian genre is brought up at the beginning of the study. This idea is immediately supported with a quotation from Christopher Schmidt of ‘Black Mirror,’ indicating a strong depth of understanding in terms of the student’s focus and research. Quotations throughout are associated with images from the chosen films, an insightful construction of argument and - in the associated film clips - sophistication in the construction of the study in terms of both assembling it and developing an argument. Throughout, the student’s own insights about the relationship between the two films are developed with ideas discovered in solid research. It might be worthwhile to note that a perfect mark does not mean every element discussed is fully developed at this length. Overall, the discussion of cinematography, lighting and mise-en-scene is excellent, though the brief section on editing could probably be more solidly developed. Nevertheless, it does contribute accurately to the points being made about the climax of the films’ narratives.</p>	<p><b>Total Mark</b></p>	<p>32/32</p>