

→ **ASSIGNMENT** 1) Critically read this Subject Report and then 2) **answer these questions** (looking at calendar below): a. Will I need to do work over Second Winter Break? \_\_\_ yes \_\_\_ no.

b. And if yes, this is how much time should I spend on this assignment: \_\_\_\_\_

2/10 Sound	2/11 Director's Intent & Cultural Context	2/13 Mise en Scene	2/14 Cinematography
2/17-2/21 Break!			
2/24 Why chose scene & how it relates to rest of film	2/25 Editing Genre/Narrative	2/27 Last Work Day	2/28 Textual Analysis Due at start of class.

### **Textual Analysis Subject Report**

*The range and suitability of the work submitted:* There were many excellent TAs where students clearly understood all the expectations in the criteria. The best TAs integrated research and personal analysis and maintained a good balance between the three criteria.

*Candidate performance against each criterion*

**In Criterion A (Cultural context)**, there tended to be two distinct approaches. Stronger students researched the time period depicted in the film and described the main political and economic situation of that period. Stronger students discussed the time period of the film's production as well as the time depicted in the film. Weaker students tended to present a potted history of the cultural context, while strongest students made clear links between that context and the setting, plot and themes depicted in the film. The top mark band of Criterion A requires "references to highly appropriate and relevant sources". Candidates are expected to research their chosen film and its sociocultural context. This will be evident through: (1) the selection of academic sources rather than merely informational sources (IMDB, some Wikipedia sites and Rotten Tomatoes, for example); and (2) the use of these sources in the written analysis.

**Criterion B (Film elements)** was handled best by almost all students. The majority of students focused on the effects of choices in the identified film elements made by the filmmaker. Very few candidates gave simple descriptions without focusing on the meaning created by the filmmaker's choices. Some TAs merely identified the film elements without analysing how the chosen film elements create meaning, which resulted in a low score in Criterion B.

**Criterion C (Relationships within the film text)**, the candidate should address both requirements to reach the upper level of the mark band: showing an understanding of the relationship between the film elements and the cultural context and showing an understanding of the relationship between the film elements in the extract and the film as a whole. Many candidates completely ignored the second of the expectations (relating to the film as a whole). Many others dealt with the first expectation in a very limited manner. The top mark band states: "The student demonstrates an effective and highly appropriate understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole." A highly appropriate understanding suggests a very close relationship between the cultural context and the film elements. This mark band would exclude a candidate who included historical/political details of the time period depicted the film without showing how the film elements linked to these details. The phrase "relate to each other, as well as to the chosen film text as a whole" raises the expectation that the use of film elements in the extract will be linked to other uses of these elements in the film as a whole, and that the cultural context of the extract will be linked to the cultural context of the film as a whole. It is important to note that these two expectations are equally weighted.

*Recommendations and guidance for the teaching of future candidates*

Students should investigate the cultural context beyond only the historical and the political - there are some films on the prescribed list of film where a wider investigation is appropriate.

Students should be taught the expectations for meeting all the requirements in the criteria, especially criterion C. Examiners look for evidence of the extent to which each student is able to demonstrate an understanding of all of the following:

- the cultural context of the chosen film text
- the use of film elements to construct meaning in the selected extract, using appropriate film vocabulary
- how the identified film elements in the selected extract relate to the cultural context of the film
- how the identified film elements in the selected extract relate to the film text as a whole
- and, where appropriate, to other films, as identified by the student.

Teachers should emphasize that the focus of the TA should be on how meaning is conveyed through the use of film elements in the chosen film text, with consideration of the cultural context of the film and the many relationships between the two. This should be communicated through the use of relevant and accurate film vocabulary common to the study of film and appropriate for film analysis. Students should be reminded that, at the start of the textual analysis, they should clearly state which film elements they are going to discuss.

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→ **IN SUMMARY**, here are the criterion and the *statements for the highest marks*.

### **Criterion A. Cultural Context**

To what extent does the student demonstrate an understanding of the cultural context of the film text?

To what extent does the student support their understanding of the cultural context with research from appropriate and relevant sources?

*Highest marks:*

*This work is excellent. The student demonstrates an effective and highly appropriate understanding of the identified cultural context of the chosen film.*

*The student supports their understanding of the cultural context with references to highly appropriate and relevant sources that add to the critical perspectives explored in the work.*

### **Criterion B. Film Elements**

To what extent does the student evaluate how the extract makes use of film elements to convey meaning in the chosen film?

To what extent does the student support their observations with the appropriate use of relevant film vocabulary?

*Highest marks:*

*This work is excellent. The student evaluates the ways in which the extract uses the identified film elements to convey meaning. The work is detailed, accurate and relevant.*

*The student demonstrates compelling and effective use of relevant film vocabulary.*

### **Criterion C. Relationships within the Film Text**

To what extent does the student demonstrate an understanding of the ways in which the cultural context of the film and a selection of the identified film elements relate to each other, as well as to the chosen film text as a whole (this might also feasibly include, where appropriate, relationships to other film texts)?

*Highest marks:*

*This work is excellent. The student demonstrates an effective and highly appropriate understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole.*