



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Media Arts
Title of task	Response: Film posters
Task details	
Description of task	<b>Responding</b> Respond to two given film posters, considering codes and conventions, representation and values in contemporary and past contexts.
Type of assessment	Formative and summative
Purpose of assessment	To determine if students can identify specific codes and conventions and link them to audience values and historical contexts
Assessment strategy	Written or oral response
Evidence to be collected	Written response booklet
Suggested time	7 hours
Content description	
Content from the Western Australian Curriculum	<p><b>Media languages</b> Introduction to key terminology and technologies related to selected context and focus Codes and conventions for constructing meaning in the selected media type, genre and/or style studied Media works that experiment with narrative conventions in the context of the media type, genre and/or style studied</p> <p><b>Representation</b> Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent (consideration of stereotypes)</p> <p><b>Production</b> Controls and audience values impacting the production context of media work The impact of their own and others' media work for the intended audience, purpose and context</p> <p><b>Responding</b> Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work Media conventions, social and/or cultural beliefs and values that underpin representations in media work</p> <p><b>Audience</b> Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values Intended audience profile of specific media work</p>

<b>Task preparation</b>	
<b>Prior learning</b>	Students have an understanding of technical, written and symbolic codes, construction of narrative and representations of values and ideas in contemporary media.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Students will complete the scaffolded response over seven hours of class time: <ul style="list-style-type: none"> <li>• 1 hour allocated to the class analysis of film posters</li> <li>• 5 hours for the PowerPoint preparation, presentation and class discussion</li> <li>• 1 hour to complete the written assessment task booklet.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Scaffolded questions and practice posters</li> <li>• Internet access</li> <li>• PowerPoint software</li> <li>• Projector for presentations</li> <li>• Colour copies of response booklet for the invigilated assessment</li> </ul>

## **Instructions for teacher**

### **Intention**

The intention of this task is to get students to respond to two film posters as part of a larger unit on media fiction with an emphasis on film.

This sample of work captured should demonstrate an understanding of codes and conventions associated with film posters, narrative elements, audience and changing representations over time.

### **Planning**

#### **Teacher directed:**

Class analysis of two film posters

#### **In groups:**

Students will complete a formative research task that requires them to present their findings to the class to promote class discussion.

#### **As an individual:**

Students will compare and contrast two film posters, considering codes and conventions, narrative elements audience and changing representations of gender over time.

### **Key targets for audience**

Written response to unseen stimuli, completed in student booklet under invigilated conditions.

## Instructions to students

### Film Posters Practice Research Assessment

#### As a class:

Compare the two sci-fi film posters of the film *Invaders from Mars* (one from the 1953 film, and one from the 1986 remake). Discuss:

#### The following film poster conventions:

- slogan or tagline
- key image
- credit block (cast and crew)
- famous actors
- film title
- age classification.

#### Explore:

- narrative elements - setting, character and conflict
- mise-en-scène (what is selected to be within the frame and its arrangement - composition, setting, props, actors, costumes, lighting etc.)
- genre
- cultural context
- audience demographics (age, income, education etc.)
- audience psychographics (values, opinions, attitudes, interests and lifestyles etc.)
- audience expectations
- the representation of men and women in each poster, and how this representation reflects the cultural context.

*Invaders from Mars* (1953)



Image: *Invaders from Mars* [Film poster]. (1953). Retrieved October, 2015 from <http://thewadewilliamscollection.com/sci-fi-invaders2.html>  
Licensed thru Wade Williams Distribution.

1986 remake of the film, *Invaders from Mars*.

For copyright reasons the image of the poster cannot be provided in this document, but may be found at <https://www.pinterest.com.au/malcolm0508/canon-films/>, and added by the teacher.

**As a group:**

This task should be completed in small groups (two or three students).

**Based on film posters, explain the following in your own words:**

- poster conventions
- mise-en-scène
- genre
- production context
- audience profile.

**Prepare a PowerPoint to present the following to the class for discussion:**

1. Find four film posters of the same genre from 1940–1950 that you believe are typical of the period and comment on the similarities between them. Look for the way the posters have been presented in terms of style, layout, information supplied and gender representation.
2. Find four film posters (same genre as previous) from 2000 onwards and compare them. Look for the way the posters have been presented in terms of style, layout, information supplied and gender representation. Draw conclusions.
3. Compare your findings on the differences you have noticed.
4. Present your findings to the class. Be prepared to answer questions on your chosen posters.

*Each group is to focus on a genre. The teacher is to ensure that a number of different genres are studied across the class.*

**As an individual:**

This task will be completed by students during an invigilated in-class test that will be administered over a single class period. The stimuli will be unseen until the test commences.

Study the following two superhero film posters carefully and write detailed responses to the following questions in the answer booklet provided.

**Captain America** is an American superhero who first appeared in comic books published by Marvel Comics. He was an American soldier in World War II who was given an experimental serum by the US military that changed him into a super human soldier. He wears a patriotic costume, and uses an indestructible circular shield, while he fights for the American ideals of liberty and justice. The films began in 1944 in a serial format with 15 chapters. **Captain America, The Purple Death** was the first chapter of the series.

*Captain America, The Purple Death (1944)*



Image: Republic Pictures. (1944). *Captain America: The purple death* [Film poster]. Retrieved October, 2015, from [https://commons.wikimedia.org/wiki/File:Captain-america\\_serial\\_poster.jpg](https://commons.wikimedia.org/wiki/File:Captain-america_serial_poster.jpg)



***The Avengers*** is a 2012 American superhero film based on the Marvel Comics. The film brings together four of the Marvel super-heroes: Iron Man, Captain America, the Hulk, and Thor, to form a team of crime fighters to save the planet.

For copyright reasons the image of the poster cannot be provided in this document, but may be found at <https://en.wikipedia.org/wiki/File:TheAvengers2012Poster.jpg>, and added by the teacher.



**Representation**

Compare and contrast the ways men and women are portrayed in each poster.

What does this suggest about how audience values about the role of men and women have changed over the past 70 years?

How does the mise-en-scène in each poster construct meaning about gender stereotypes?

Genre and narrative
Considering the narrative elements of setting, characters and conflict for each poster, what might the audience expectations be of each film?

**Audience**

Consider both posters and profile the audience at which you believe each poster is aimed. You should discuss the audience demographics (income bracket/status, age, gender, race, location) and psychographics (personality, values, attitudes, interests and lifestyles) of the potential audience.


Based on these two posters, is it likely the intended audience has changed between 1944 and 2012? Explain your answer.


<b>Sample marking key</b>	
<b>Responding</b>	
<b>Description</b>	<b>Marks</b>
<b>Film poster conventions</b>	
Briefly describes the film poster conventions.	3
Identifies a number of film poster conventions.	2
Identifies minimal poster conventions.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Representation</b>	
Explains, in detail, how gender is represented in the film posters in relation to context and audience values.	5–6
Explains, briefly, how gender is represented in the film posters in relation to context and audience values.	3–4
Describes aspects of gender representations.	1–2
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Genre and narrative</b>	
Explains, in detail, how genre is established, and the audience expectations of the film.	5–6
Briefly explains how genre is established, and the audience expectations of the film.	3–4
Describes aspects of genre and audience expectations.	1–2
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Audience profile and changes in audience</b>	
Explains, in detail, audience demographics and psychographics, and explains changes in audience between eras.	3
Briefly explains audience demographics and psychographics, and explains changes in audience between eras.	2
Describes differences in audiences.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Media Terminology and Language</b>	
Applies correct media terminology specific to genre and audience context.	3
Uses mostly correct media terminology specific to genre and audience context.	2
Uses some media terminology.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>15</b>