



Sample assessment task	
Year level	8
Learning area	The Arts
Subject	Media Arts
Title of task	Response: Superhero films
Task details	
Description of task	<p>Responding</p> <p>Investigate the representation of superheroes in superhero films:</p> <ul style="list-style-type: none"> • identify the ideas and values promoted • explore how codes and conventions have been used to construct representations • suggested texts: <ul style="list-style-type: none"> ▪ films: <i>The Incredibles</i>, <i>Superman (1978)</i>, <i>Teenage Mutant Ninja Turtles</i>, <i>The Powerpuff Girls Movie</i>, <i>Big Hero 6</i> (when choosing films consider classifications and suitability for cohort).
Type of assessment	Summative
Purpose of assessment	To determine students' ability to identify and describe the codes used in the construction of superheroes and the values they represent
Assessment strategy	Written response
Evidence to be collected	Response booklet
Suggested time	7 hours
Content description	
Content from the Western Australian Curriculum	<p>Media language</p> <p>Introduction to key terminology and technologies related to selected context and focus</p> <p>Codes and conventions of media type, genre and/or style studied</p> <p>Narrative conventions in the context of the media type, genre and/or style studied</p> <p>Representation</p> <p>Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes)</p> <p>Production</p> <p>Controls and audience values influencing the production of media work</p> <p>Analysing and reflecting on intentions</p> <p>The effectiveness of their own and others' media work for the intended audience, purpose and context</p> <p>Audience</p> <p>The role of the audience (interests, values, expectations) in influencing the producer's selection process (selection, omission, emphasis)</p> <p>Intended audiences for which media work is produced</p>

Task preparation	
Prior learning	Students have previously been introduced to the concept of social values and how media works can reflect the dominant social values of society to appeal to their intended audience.
Assessment differentiation	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.
Assessment task	
Assessment conditions	Students will complete this task within seven hours of class time: <ul style="list-style-type: none"> • 2 hours researching the superhero genre • 4 hours viewing superhero films and note-taking • 1 hour of analytical writing.
Resources	<ul style="list-style-type: none"> • Two complete superhero films and several excerpts of superhero films • Pens, pencils and paper for note-taking, drafting • Access to the internet for research • Copies of response booklets

Instructions to students

Intention

The intention of this task is to investigate the film representation of superheros, the ideas promoted, and the filmic techniques (codes and conventions) used to construct these representations and ideas.

Time plan

Students could complete this task within seven hours of class time.

Individual task

This is an individual task.

Task

Investigate the representation of superheroes in superhero films, the ideas and values promoted

- explore how codes and conventions have been used to construct these representations and ideas
- explore the impact of social values on the content of superhero films.

Responding

As a class:

- discuss the typical narrative conventions of superhero film genre, e.g. the representation of stereotypes; the hero, villain, damsel in distress, how the ending reflects dominant social values
- discuss social values and how ideas about society are represented through codes and conventions
- explain the task: students will work individually to investigate the superhero film genre
- view two examples of superhero films in class and complete detailed notes on the narrative elements (characters, setting, plot etc.) and how these have been constructed through media language (codes), such as costuming, lighting, camera angles and shots etc, looking for similarities/conventions of the genre.

Sample marking key	
Responding	
Description	Marks
Codes and conventions of genre	
Explains the typical codes and conventions of the superhero film genre.	3
Briefly describes the typical codes and conventions of the superhero film genre.	2
Provides a limited description of typical codes and conventions of the superhero film genre.	1
	3
Description	Marks
Intended audience	
Explains, using specific examples, aspects of the film that connect to the interests and values of the intended audience.	3
Describes aspects of the film that would appeal to the intended audience.	2
Identifies aspects of the film that would appeal to an audience.	1
	3
Description	Marks
Superhero representation	
Explains how the superhero has been constructed to connect to the values of the audience.	5–6
Describes codes and conventions used in the construction of the superhero.	3–4
Identifies codes and conventions used in the construction of the superhero.	1–2
	6
Description	Marks
Ideas and values in the narrative	
Explains the main messages/ideas raised in the film and how these reflect audience values.	3
Briefly describes the main messages/ideas raised in the film that relate to values.	2
Identifies some values in the film.	1
	3
Description	Marks
Media terminology	
Uses appropriate media terminology related to the task and context.	3
Uses some media terminology related to the task and context.	2
Uses some media terminology.	1
	3
Total	18