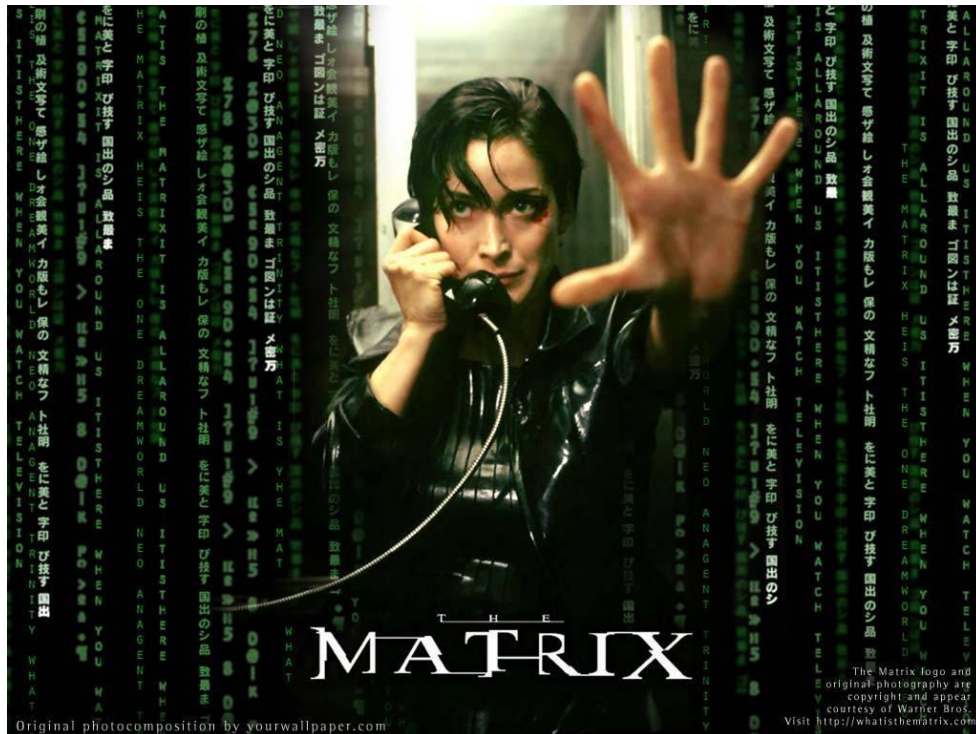# The Matrix Film Study

For standard 90850 (show understanding of specified aspects of visual text)

Writing a Level 1 Film Essay

A response that shows understanding will:	A response that shows convincing understanding will:	A response that shows perceptive understanding will:
• **have some relevance to the topic being addressed** • **cover key aspects/ concepts of the task/text** • and may use the key words in the topic explicitly to frame the response.	• **make clear points which are relevant to the topic being addressed** • **connect the majority of the points to each other** • develop points in detail. **(Some unevenness is acceptable.)**	• **make clear points that show some insight or originality in thought or interpretation** • **make points that are developed in detail and integrated** • contain points that are sustained throughout.

Not Achieved may be characterised by some of the following features:

• plot summary

• rote-learned response

• personal commentary unrelated to the topic

• both parts of the topic not addressed

• details included from the text that are not adapted to the task

• no reference to text specifics/techniques used

• no understanding shown of the key concepts related to the topic's key words

• generalised, simplistic comments indicating a limited understanding

• an essay shorter than approx. 300 words may include insufficient detail to show understanding.

Notes on topic interpretation

The topic stems in the question paper help to indicate the levels at which the candidate is expected to respond:

• *describe a* … requires the candidate to outline how specified aspects apply to the text. This is an 'on the lines' response to text

• *explain why* … is scaffolded to lead the candidate towards a more convincing/perceptive response, 'between' and 'beyond the lines'

• to show convincing/perceptive understanding of the topic, the candidate is expected to show an increasing awareness of *the writer's/director's intention*.

2011 Exam Questions:

QUESTIONS (Choose ONE)
A list of visual and oral language features is provided on page 3.

1. Describe at least ONE **friendship** that was important in the text(s).
   Explain how the friendship helped you to understand one or more **characters or individuals** in the text(s), using examples of visual and / or oral language features to support your ideas.

2. Describe at least ONE **idea that was worth learning about** in the text(s).
   Explain why the idea was worth learning about in the text(s) as a whole, using examples of visual and / or oral language features to support your ideas.

3. Describe at least ONE **event that was a turning point** in the text(s).
   Explain how the event was a turning point in the text(s), using examples of visual and / or oral language features to support your ideas.

4. Describe at least ONE **setting** that was important in the text(s).
   Explain how the setting helped you to understand one or more **key ideas** in the text(s), using examples of visual and / or oral language features to support your ideas.
   Note: Setting is the time, place, and circumstances that form the background against which characters or individuals live and act.

5. Describe at least ONE **challenge faced by a character or individual** in the text(s).
   Explain how the way he / she faced the challenge helped you to understand the character or individual in the text(s), using examples of visual and / or oral language features to support your ideas.

6. Describe the **opening scenes or section** of the text(s).
   Explain how the opening scenes or section helped you to understand what the text(s) were going to be about, using examples of visual and / or oral language features to support your ideas.

Visual and Oral language features could include:

• Ambient sound / silence
• Body language
• Camera work / cinematography
• Colour
• Composition
• Costume
• Design
• Dialogue
• Editing
• Font
• Illustration
• Imagery
• Lighting
• Music
• Narration / voice-over
• Props
• Rhetorical devices
• Sound effects
• Special effects
• Structure
• Use of voice

Requirements of essay

- Discussion of the <u>specified aspects</u> of the text, and the ability to relate them to the <u>writer's purpose.</u>
- Mature appreciation of the <u>significance/importance of aspect(s)</u> described in the text as a whole
- A response that is developed beyond the text to include <u>reference to wider society/ the candidate's personal understandings.</u>
- The essay should be at least 200 words long.
- The esaay should have a clear introduction, middle and conclusion.

The response is <u>organised</u> and develops a perceptive case or <u>sustained idea</u>. The structure and expression may <u>show flair/originality</u>, enhancing the discussion.

***Using supporting evidence* means reference is made to specific relevant details** integrated into the answer; <u>quotations may be skillfully 'woven'</u> into the points made.

Preparations for exam:

You should view the film in its entirety at least three times. Lunch times will be made available to see the film.

We will read key scenes closely.

We will study the soundtrack, mise-en-scene, narrative structure. We will also look at the film's relation to various philosophy including the Bible.

You need to make the most of your time in class and my availability. I am happy to mark as many practice essays as you can throw at me. Exams are not far away.

When submitting practice essays:

- Ensure they are typed using 2.0 line spacing and your name on the top of each page.
- Proofread your essay.
Ensure you retain a copy so you can make changes.