

Film Genre

CAMF5005



LEVEL 5
20 CREDITS

Room: TL10
Thursday 1.00-4.00

Module Coordinator: Dr Matt Jones
Email: mattjonze@outlook.com

Module Syllabus:

The history and importance of genre cinema will be examined. Individual case studies relating to particular genre areas will be analysed and discussed each week, and the principles of the genre under investigation will be evaluated. A typical week may engage with theoretical ideas of how and why genre is constructed in a particular way. This could include a discussion of such elements as the ideology of genre cinema, the production context, and audience reception theories.

Module Aims:

- To introduce the idea of 'genre' and its fundamental components as a key concept of film studies.
- To critically evaluate the contextual meaning of a range of genres, using contemporary theoretical and academic sources.

Learning Outcomes:

By the end of this module students should be able to:

- demonstrate a critical awareness of the main theoretical discourses behind genre films;
- provide a close, critical and formal analysis of a genre film text;
- critically evaluate the economic function of genre within film production and reception;
- critically reflect on how and why certain genres appeal to different audiences.

Transferable Skills: Note-taking, oral expression, research skills, writing essays, communication, evaluative and analytical skills. Recognition of the formal techniques involved in the construction of visual media.

Module Evaluation: At the end of the module student will be asked to complete a module evaluation form. Please refer to the Learning Outcomes when making your evaluation.

Timetable: The module is taught over an eleven week period, starting in week one of Semester one. Each seminar will last for three hours. There will be a Reading Week in week six, during which presentations will be given by students. These presentations will be timetabled outside of the normal seminar hours. The venue is TL14 on the first floor of the Teaching and Learning Block.

Bibliography:

Essential

- Altman, R. (1999) *Film/Genre*. London: British Film Institute.
- Grant, B.K. (2007) *Film Genre: From Iconography to Ideology*. Columbia: Columbia University Press.
- Lehman, P. and Luhr, W. (2008) *Thinking About Movies: Watching, Questioning, Enjoying*. Oxford: Wiley- Blackwell.
- Neale, S. (2000) *Genre and Hollywood*. London: Routledge.
- Sanders, J. (2009) *The Film Genre Book*, Leighton Buzzard: Auteur Press.

Recommended

- Adams, J. (2015) *The Cinema of the Coen Brothers: Hard-Boiled Entertainments*. London: Wallflower Press.
- Archer, N. (2015) *The Road Movie: In Search of Meaning*. London: Wallflower Press
- Benshoff, H. M. and Griffin, S. (2003) *America on Film*. Oxford: Wiley-Blackwell.
- Biskind, P. (1998) *Easy Riders Raging Bulls: how the sex-drugs-and-rock 'n' roll-generation saved Hollywood*. New York: Simon & Schuster
- Bould, M. (2005) *Film Noir: From Berlin to Sin City*. London: Wallflower.
- Bould, M. (2009) *Neo-Noir*. London: Wallflower.
- Braudy, L. and Cohen, M. (eds.) (2009) *Film Theory and Criticism*. New York: Oxford University Press.
- Burgoyne, R. (2008) *The Hollywood Historical Film*. Oxford: Blackwell Publishing.
- Buscombe, E. (2000) *The Searchers* (BFI Film Classics). London: BFI.
- Buscombe, E. (2006) *100 Westerns* (BFI Screen Guides). Basingstoke: Palgrave Macmillan BFI.
- Buscombe, E. and Pearson, R. (1998) *Back in the Saddle Again: New Essays on the Western*. London: BFI.
- Carter, M. (2014) *Myth of the Western*. Edinburgh: Edinburgh University Press.
- Conard, M.T. (2007) *The Philosophy of Film Noir*. Lexington: University Press of Kentucky.
- Drummond, P. (1997) *High Noon* (BFI Film Classics). London: BFI.
- Eckstein, A.M. and Lehman, P.R (2003) *The Searchers*. Detroit, MI: Wayne State University Press.
- Fay, J. and Nieland, J. (2009) *Film Noir* (Routledge Film Guidebooks). London: Routledge.
- Frayling, C. (2000) *Sergio Leone: Something To Do With Death*. London: Faber.
- Gothic Film*. London: I.B. Taurus.
- Graf, A. (2002) *The Cinema of Wim Wenders: The Celluloid Highway* (Directors' Cuts). Chichester: Wallflower Press
- Hanson, H. (2007) *Hollywood Heroines: Women in Film Noir and the Female*
- Harris, M. (2009) *Pictures at a Revolution: five movies and the birth of a new Hollywood*. London: Penguin Books
- Hill, J. and Church Gibson, P. (eds.) (1998) *The Oxford Guide to Film Studies*. Oxford: Oxford University Press.
- Hill, L. (1996) *Easy Rider*. London: BFI Publishing
- Hirsch, F. (2001) *The Dark Side of the Screen: Film Noir*. New York: Da Capo Press.
- King, G. (2002) *Film Comedy*. New York: Columbia University Press.
- Kitses, J. (2004) *Horizons West*. London: BFI.
- Kitses, J. and Rickman, G. (eds.) (1999) *The Western Reader*. New York: Limelight Editions.
- Kolker, R. (2009) *The Films of Wim Wenders: cinema as vision and desire*. Cambridge: Cambridge University Press
- Kornhaber, D. (2017) *Wes Anderson*. Urbana: University of Illinois Press
- Krutnik, F. (1991) *In a Lonely Street: Film Noir, Genre, Masculinity*. London, New York: Routledge.

Kunze, P. C. (ed) (2014) *The Films of Wes Anderson: critical essays on an Indiewood icon*. New York: Palgrave Macmillan

Lacey, N. (2000) *Narrative and Genre: Key Concepts in Media Studies*. Palgrave: Macmillan.

Luhr, W. (2012) *Film Noir*. Oxford: Wiley-Blackwell.

Lusted, D. (2003) *The Western*. Harlow: Pearson Education.

Maltby, R. (2003) *Hollywood Cinema*. Oxford: Wiley-Blackwell.

McDonald, T. J. (2007) *Romantic Comedy: Boy Meets Girl Meets Genre*. London: Wallflower.

McGee, P. (2007) *From Shane to Kill Bill: Rethinking the Western*. Oxford: Wiley-Blackwell.

Mortimer, C. (2010) *Romantic Comedy* (Routledge Film Guidebooks). London: Routledge.

Naremore, J. (2002) *A Panorama of American Film Noir*. New York: City Lights.

Naremore, J. (2008) *More Than Night: Film Noir in its Contexts*. Berkeley, London: University of California Press.

Neale, S. and Krutnik, F. (1990) *Popular Film and Television Comedy*. London: Routledge.

Nieland, J. and Fay, J.(eds.) (2009) *Film Noir*. London: Routledge.

Rollins, P.L. and O'Connor, J.E. (2008) *Hollywood's West*. Lexington: University Press of Kentucky.

Rowell, E. (2007) *The Brothers Grim: The Films of Ethan and Joel Coen*. London: Scarecrow Press.

Saunders, J. (2001) *The Western Genre*. London: Wallflower Press.

Schickel, R. (1992) *Double Indemnity* (BFI Film Classics). London: BFI.

Slocum, D. (2001) *Violence in American Cinema*. London: Routledge.

Smith, J. (2010) *Withnail and I*. London; New York: I.B. Tauris

Spicer, A., (2002) *Film Noir*. Harlow: Pearson Education.

Stam, R. and Miller, T. (eds.) (2000) *Film and Theory: an anthology*. Oxford: Blackwell.

Steven Cohan (ed.) (1997) *The Road Movie Book*. Oxford: Routledge

Sturken, M. (2000) *Thelma and Louise*. London: BFI Palgrave

Thompson, K.M. (2007) *Crime Films*. London: Wallflower.

Thomson, D. (1997) *The Big Sleep* (BFI Film Classics). London: BFI.

White, J. (2011) *Westerns* (Routledge Film Guidebooks). London: Routledge.

Journals

Cinema Journal

Screen

Sight and Sound

Websites: www.afi.com; www.bfi.org.uk www.imdb.com

Students will be directed to appropriate online resources and specific bibliographies over the course of the module.

Essential Film and Television Texts:

The Maltese Falcon (Houston, 1941)

Double Indemnity (Wilder, 1944)

Kiss Me Deadly (Aldrich, 1955)

Touch of Evil (Welles, 1958)

Easy Rider (Hopper, 1969)

Paris, Texas (Wenders, 1984)

Thelma and Louise (Scott, 1991)

Bombón: El Perro (Sorin, 2004)

The Darjeeling Limited (Anderson, 2007)

Bringing up Baby (Hawks, 1938)

The Lavender Hill Mob (Crichton, 1951)

Withnail and I (Robinson, 1987)

Shaun of the Dead (Wright, 2004)

Lady Bird (Gerwig, 2017)

High Noon (Zinnemann, 1952)

Shane (Stevens, 1953)

The Searchers (Ford, 1956)

For a Few Dollars More (Leone, 1965)

Module Outline:

Week 1 (2nd October 2018)

Introduction to Film Genre

Week 2 (9th October 2018)

Film Noir

The Maltese Falcon; Double Indemnity; Crossfire

Week 3 (16th October 2018)

Film Noir

Night and the City; Kiss Me Deadly; Touch of Evil

Week 4 (23rd October 2018)

The Road Movie

Easy Rider; Paris, Texas; Thelma & Louise

Week 5 (30th October 2018)

The Road Movie

Bombón: El Perro; The Darjeeling Limited

Week 6 **READING WEEK: STUDENT PRESENTATIONS**

Week 7 (13th November 2018)

The Comedy Genre

Bringing Up Baby; The Lavender Hill Mob; Annie Hall

Week 8 (20th November 2018)

The Comedy Genre

Withnail & I; Lady Bird

Week 9 (27th November 2018)

The Western

High Noon; Shane; The Searchers

Week 10 (4th December 2018)

The Western

For a Few Dollars More; Two Mules for Sister Sara

Week 11 (11th December 2017)

Conclusion

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Film Genre		
Module code:	CAMF5005	Contribution to Overall Module Assessment (%):	50
Lecturer:	MJ	Internal Verifier:	BA
Assignment Title:	Assessment 1: Film Genre Presentation	Word count (or equivalent):	15-20 minute presentation equivalent to 2500 words
Submission deadline:	8th November 2018	Return date of provisional marks & written feedback:	6th December 2018
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) ~~Alternative submission method (if applicable):~~ Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

- demonstrate a critical awareness of the main theoretical discourses behind genre films;
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- critically reflect on how and why certain genres appeal to different audiences.

TASK DESCRIPTION

Assessment 1 (50%): Presentation

Presentation to comprise of a 15-20 minute comparative analysis of TWO films from the Film Noir OR Western genres. Particular attention should be paid to the ideological aspects of the genre under discussion.

At least ONE of the films you discuss should be an essential film or television text.

Presentations will be scheduled during **Reading Week** on **Thursday 8th November 2018**.

You must avoid using the same texts and examples or the same subject matter in your assignments.

Work should be labelled with your student number, module code, and assignment number and full title. The topic being addressed should be produced in full at the beginning of the piece.

Presentations scripts **must be submitted via Moodle.**

Work should be double spaced, page numbered, and fully referenced according to the School's referencing booklet. Filmographies and bibliographies must be included in the submission of all written work.

A word count should be supplied at the end of your work, which should not include filmographies and bibliographies.

Feedback will be given by **Thursday 6th December 2018.**

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to demonstrate your knowledge and understanding of the main theoretical discourses behind genre films.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate cognitive and intellectual skills through the critical analysis of the broad principles underlying the genre text(s) you have chosen, presenting coherent arguments supported by a range of credible scholarly materials.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You need to demonstrate practical skills through the close, critical and formal analysis of the genre text(s) you have chosen, forming a connection between your analysis and your main theoretical arguments. You need to demonstrate good presentation skills and effective resource management, including managing your time and display materials.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude by engaging clearly and directly with your audience, providing clear and well-structured display material and managing your time effectively.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Demonstrate a critical awareness of the main theoretical discourses behind genre films;	
7. Provide a close, critical and formal analysis of a genre film text;	
8. Critically evaluate the economic function of genre within film production and reception;	

9. Critically reflect on how and why certain genres appeal to different audiences.	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding	Major gaps in knowledge with unsatisfactory,	Fragmentary knowledge, with only superficial	Limited but adequate knowledge and	Knowledge is reasonably detailed and	Knowledge is reasonably extensive.	Excellent, detailed knowledge and	Exceptionally detailed knowledge and

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
(Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		contradictory.		reason and evidence. Mostly valid arguments and logical judgements.		beyond the question', suggesting some grasp of the broader field and wider concepts.	clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		problem-solving skills outside the context in which they were first studied.	the context in which they were first studied.	the context in which they were first studied.	solutions outside the context in which they were first studied. Evidence of some creativity.	the context in which they were first studied.	the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of personal responsibility and decision-making.	responsibility and decision-making, with some areas of minor weakness.	of strength and some of minor weakness.		and decision-making and an appetite for further development.	

LEVEL 5 ASSESSMENT SPECIFICATION

Module:	Film Genre		
Module code:	CAMF5005	Contribution to Overall Module Assessment (%):	50
Lecturer:	MJ	Internal Verifier:	BA
Assignment Title:	Assessment 2: Film Genre Essay	Word count (or equivalent):	2500 words
Submission deadline:	4th January 2019	Return date of provisional marks & written feedback:	1st February 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) ~~Alternative submission method (if applicable):~~ Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

- demonstrate a critical awareness of the main theoretical discourses behind genre films;
- provide a close, critical and formal analysis of a genre film text;
- critically evaluate the economic function of genre within film production and reception;
- critically reflect on how and why certain genres appeal to different audiences.

TASK DESCRIPTION

Assessment 2 (50%): Essay (2500 words)

Assignment due: Noon, 4th Jan 2019.

Answer one of the following questions:

- Naremore believes that 'it has always been easier to recognize a film noir than to define the term'. Consider and discuss the 'darkness' of film noir through the critical analysis of at least TWO module texts.
- 'Only the most mediocre of genre films rely entirely upon conventions, while the best of them include a great deal of inventiveness'. Discuss Lehman and Luhr's statement in relation to at least TWO module texts.
- 'Deciding a film fits within a well-defined genre can be a way for critics to dismiss it, since genre films are often assumed to be made in Hollywood, to strict guidelines, as mass-oriented products'. Critically assess McDonald's statement with reference to at least TWO module texts.
- Compare and contrast two 'road movies', at least ONE of which must be a module text, giving emphasis to their respective ideological positions.
- If the western can be seen to represent American history, then in which ways and to what extent is it also seen to reflect contemporary social issues? Critically analyse at least TWO module texts in support of your argument.

You must avoid using the same texts and examples or the same subject matter in your two assignments.

Work should be labelled with your student number, module code, and assignment number and full title. The essay question being addressed should be reproduced in full.

All written work must be produced in a Microsoft Word compatible document, and submitted via Moodle by the deadlines given above.

Work should be double spaced, page numbered, and fully referenced according to the School's referencing booklet. Filmographies and bibliographies must be included in the submission of all written work.

A word count should be supplied at the end of your work, which should not include filmographies and bibliographies.

Feedback will be given by 1st February 2019.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You need to demonstrate your ability to engage with literature skills by using relevant and focused scholarly materials from an appropriate range of current and/or seminal sources, evaluating the credibility of these sources, and ensure that your work is properly referenced.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *You need to demonstrate your knowledge and understanding of the main theoretical discourses behind genre films.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You need to demonstrate cognitive and intellectual skills through the critical analysis of the broad principles underlying the genre text(s) you have chosen, presenting coherent arguments supported by a range of credible scholarly materials.*

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You need to demonstrate practical skills through the close, critical and formal analysis of the genre text(s) you have chosen, forming a connection between your analysis and your main theoretical arguments.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *You must provide evidence of the qualities and transferable skills appropriate to the task, demonstrating a professional attitude by managing your resources effectively, including your study materials and the time allocated to the task, and through effective communication, including verbal and written communication with your tutors.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Category Awarded
1. Engagement with Literature Skills	
2. Knowledge and Understanding Skills	
3. Cognitive and Intellectual Skills	
4. Practical Application Skills	
5. Transferable Skills for Life and Professional Practice	
Module Learning Outcomes	
6. Demonstrate a critical awareness of the main theoretical discourses behind genre films;	
7. Provide a close, critical and formal analysis of a genre film text;	
8. Critically evaluate the economic function of genre within film production and reception;	

9. Critically reflect on how and why certain genres appeal to different audiences.	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge	Major gaps in	Fragmentary	Limited but	Knowledge is	Knowledge is	Excellent,	Exceptionally

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	knowledge, with only superficial critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	adequate knowledge and critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	detailed knowledge and outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	evidence.	sometimes illogical and contradictory.	knowledge.	than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	judgements.	thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	studied.	appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	problems and propose basic solutions outside the context in which they were first studied.	propose mostly appropriate solutions outside the context in which they were first studied.	problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	excellent, creative solutions outside the context in which they were first studied.	sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	responsibility and decision-making, with some areas of strength and some of minor weakness.	decision-making, with just occasional minor weakness.	requiring the exercise of personal responsibility and decision-making and an appetite for further development.	decision-making and an appetite for further development.

Feedback

Feedback is an essential part of all education and training programmes. It helps learners to maximise their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning. Feedback is part of the overall dialogue or interaction between teacher and learner, not a one-way communication.

During your studies you will therefore receive feedback in many ways, including the following:

- Dialogue between teachers and students in formal classes
- Direct questions and responses from teachers inside and outside formal classes
- Email correspondence between teachers and students
- Interactions between students and teachers using the module message board on Moodle
- Informal comments and responses to pitches and presentations in classes
- Comments and annotations added to written submissions, such as essays and reflective journals
- Formal written feedback in response to assignments recorded on the summative assessment module feedback forms – see the final page of this booklet.

You will have the opportunity to discuss your feedback with your module tutor. Feedback will be returned within 4 weeks of submission.