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| **Media Studies****Assessment Feedback Sheet** |
| Student Name |  |
| Assessment | Feminist Critical Thinking (Butler: ‘gender performance’) |
| Date | January 2020 |
| Mark Breakdown |  /20 |

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| **Assessment Objectives – AO1 1b, AO2 2 and AO2 3*** **Demonstrate understanding of the theoretical framework of media (8 marks)**
* **Apply knowledge and understanding of the theoretical framework of media to evaluate academic theories (8 marks)**
* **Make judgements and draw conclusions (4 marks)**
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| Level | Range | Description |  |
| 4 | 16-20 | • Excellent and accurate understanding of the theoretical framework that is demonstrated by consistently appropriate and detailed consideration of ideas about gender performativity • Excellent and judicious use of the theoretical framework • Excellent application of knowledge and understanding produces an evaluation of Butler’s ideas that is insightful and very well-informed • Judgements and conclusions regarding the validity of Butler’s ideas are perceptive and fully supported with detailed reference to specific aspects of CSPs • Consistent highly appropriate use of subject specific terminology throughout. |  |
| 3 | 11-15 | • Good understanding of the theoretical framework that is demonstrated by frequent appropriate consideration of ideas about gender performativity • Very good use of the theoretical framework. • Good application of knowledge and understanding produces an evaluation of Butler’s ideas that is sound and well-informed • Judgements and conclusions regarding the validity of Butler’s ideas are logical and well supported with reference to relevant aspects of the CSPs • Frequent appropriate use of subject specific terminology throughout. |  |
| 2 | 6-10 | • Satisfactory understanding of the theoretical framework that is demonstrated by generally appropriate consideration of ideas about gender performativity • Satisfactory use of the theoretical framework. • Satisfactory application of knowledge and understanding produces an evaluation of Butler’s ideas that is sensible. In places this may lapse into application of the theory rather than evaluation • Judgements and conclusions regarding Butler’s ideas are sensible and supported with some appropriate reference to relevant aspects of the CSPs • Generally appropriate use of subject specific terminology throughout. |  |
| 1 | 1-5 | • Basic understanding of the theoretical framework that is demonstrated by occasional appropriate consideration of ideas about gender performativity • Some use of the theoretical framework. • Basic application of knowledge and understanding produce a response to Butler’s ideas that is generally descriptive rather than evaluative • Judgements and conclusions are not developed and mostly unsupported by reference to the CSPs • Occasional appropriate use of subject specific terminology throughout. |  |
| 0 | 0 | Nothing worthy of credit |  |

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| To move to the next level you need to: *

Student Reflection & Actions: |

Indicative content:

This question assesses knowledge and understanding of the theoretical framework of representation particularly focusing on (though not limited to):

• the effect of historical context on representations

• how representations may invoke discourses and ideologies and position audiences

• how audience responses to and interpretations of media representations reflect social, cultural and historical circumstances.

 Responses are required to evaluate the usefulness of Butler’s ideas about gender in addressing representations of gender which are both historical and contemporary. They should refer to the CSPs to support their points.

Responses in the higher bands will clearly engage with the evaluation of the usefulness of the ideas and will support their points with effective reference to the CSPs.

Responses in the middle band will show some engagement with this element of the question and use examples in a straightforward way to support conclusions.

Responses in the lower bands may not engage with this element of the question, may not draw conclusions that are substantiated by reference to the CSPs, or may simply describe aspects of Butler’s ideas and / or the set products.

 There is no requirement to argue that the ideas are helpful / valid; candidates might equally argue that Butler’s ideas are neither relevant nor valid, or that it they are only helpful / valid to a certain extent. Various conclusions are acceptable, provided they are substantiated through reference to the set products.

 This is an extended response question. In order to achieve the highest marks, a response must construct and develop a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured.

Butler’s ideas about gender include:

 • sex and gender

• gender as performativity ('a stylised repetition of acts')

• gender as historical situation rather than natural fact

• subversion.

• products record performances of gender in specific historical contexts

• this is how gender is constituted as the repetition of stylised acts

• they are manifestations of the same ongoing process creating the illusion of gender difference

• this is strictly not representation but rather simulation: they are signifiers without a stable signified: these are essentially hyper-realities: images that refer only to other images

• gender functions as a simulacrum, an image without an original.