When *Harry Potter – The Prisoner of Azkaban* was released, many parents were upset worldwide as the film had many scenes that scared young children. The argument was that the ratings system was used as a guide by parents as to which films were suitable for youth, and a more mature rating should have been applied.

Accusations were made that censors were pressured by the film companies to give it a lower rating to increase film attendance.

Over the course of this term we have learnt the importance of censorship regulations in the film and TV world... and how important classifications are in reaching its audience.

**TASK:**
You will view the films
- *Harry Potter – The Prisoner of Azkaban* and
- *The Fifth Element*,
then design and make a Podcast outlining why either or both of the films should have received Mature ratings.

You must refer to *specific scenes* in the film and the *Classification rules* to justify your arguments.

**REMEMBER:** Please take time to plan and draft all aspects of the task carefully.

**Conditions:**
- Individual task
- 300-500 word audio script
- 2-3 minute podcast

**Audio Script (300-500 words)**
- Critique....

**Podcast (2-3 minutes)**
- Podcast
## Year 10

### Semester 2 – Task 4 – Critique & Production

#### Censorship in Film Unit

**Critique**

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<tbody>
<tr>
<td></td>
<td>Comprehensive analysis and evaluation of products and/or their</td>
<td>Thorough analysis and evaluation of products and/or their context</td>
<td>Relevant analysis of products and/or their context of production</td>
<td>Provision of opinions about products and/or their context of production and use, loosely linked to the key concepts using some language conventions</td>
<td>Provision of opinions about products and/or their context and use</td>
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<td>context of production and use, applying the key concepts and</td>
<td>and use, applying the key concepts and providing supported</td>
<td>production and use, applying aspects of the key concepts and</td>
<td>and use, loosely linked to the key concepts using some language</td>
<td>or context and use</td>
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<td>providing substantiated judgments with proficient referencing</td>
<td>judgments with effective referencing and language conventions</td>
<td>providing some supported judgments with referencing and</td>
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**Production**

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<tr>
<td></td>
<td>Skilful creation of products applying the key concepts to exploit</td>
<td>Creation of products applying the key concepts to realise the</td>
<td>Creation of products applying aspects of the key concepts and</td>
<td>Loose linking of the key concepts to the making of product</td>
<td>Recording of moving images and/or sound</td>
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<td>the potential of production practices</td>
<td>potential of production practices</td>
<td>using production practices</td>
<td>components using some production practices</td>
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**Comments** ........................................................................................................................................................................................................................................................................................................................................................................

**Critique Mark** □

**Production** □

**Teacher’s Signature** ......................................................... **Date** .......................................................... **OVERALL** □