
Teacher Standardisation 2015-16

Delegate Materials

Extended Project Qualification 7993 – June Series

Project 6

2014/15 Candidate record form, production log and assessment record

Level 3 Extended Project (7993)

Please attach the form to your candidate's work and keep it at the centre or send it to the moderator as required. The declarations should be completed as indicated.

Centre number

Centre name

Candidate number

Candidate's full name

Work submitted for assessment **must** be the candidate's own. If candidates copy work, allow candidates to copy from them, or cheat in any other way, they may be disqualified.

Candidate declaration

Have you received help/information from anyone **other than** subject teacher(s) to produce this work?

☒ No

☐ Yes (give details below or on a separate sheet if necessary).

Click here to enter text.

Please list below any books, leaflets or other materials (eg DVDs, software packages, internet information) used to complete this work **not** acknowledged in the work itself. Presenting materials copied from other sources **without acknowledgement** is regarded as deliberate deception.

Click here to enter text.

From time to time we use anonymous examples of candidates' work (in paper form and electronically) within our guidance materials to illustrate particular points. If your work appears in AQA materials in this context and you object to this, please contact us and we will remove it on reasonable notice.

I have read and understood the above. I confirm I produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

Date

Click here to enter a date.
21.3.15

Supervisor declaration

Candidate number

Candidate's full name

I confirm the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied, (to the best of my knowledge) that the work produced is solely that of the candidate.

Date [Click here to enter a date](#) 26-8-18

Candidate number

Candidate's full name

Submission checklist

To be completed by the supervisor

Please note that all elements of the Project are compulsory. Failure to complete or submit an element may result in a mark of zero being awarded.

Select/tick	Items to be included	Notes
<input checked="" type="checkbox"/>	1. A signed and completed <i>Candidate record form, Production log and Assessment record</i>	This document. All pages must be completed by the candidate, except for pages 3, 7, 8 and 14.
<input checked="" type="checkbox"/>	2. Evidence of the project outcome	Eg photographs of artefact or production; a piece of creative writing (artefact); research based written report.
<input checked="" type="checkbox"/>	3. Research based written report	If the project outcome is an artefact or a production, an accompanying research based written report is required.
<input checked="" type="checkbox"/>	4. Evidence of a presentation within the production log	Presentation on the project process. Where the project outcome is a presentation, a presentation on the project process still has to be completed.

Candidate number

Candidate's full name

Record of marks

To be completed by the supervisor

Marks must be awarded in accordance with the instructions and criteria in section 2.5.2 of the specification.

Summary information to show how the marks have been awarded should be given in the spaces below in addition to comments in other pages of this document and any supporting information in the form of annotations on the candidate's work.

Skill area	Maximum mark	Mark awarded	Supervisor's supporting statement
A01 Manage	10	9	This is a well-planned project, with specific resources mentioned in the planning review. There is clear evidence of progression within the log in terms of working towards the agreed objectives.
A02 Use resources	10	9	A broad range of sources have been evidenced throughout which has enabled to explore psychological aspects as well as theories such as the "Stockholm Syndrome".
A03 Develop and realise	20	18	The project plan has been thoroughly implemented with evidence of appropriate changes throughout. Negative aspects of gender stereotyping as well as positives have been identified and discussed in depth with reference to specific theories such as the "Stockholm Syndrome".
A04 Review	10	9	The presentation was confident and clear. expanded in depth on the bullet points and explained in depth, her strengths and weaknesses of the project.
Total mark	50	45	

Concluding comments

A thoroughly researched project which clearly shows consideration and evaluation of a broad range of sources. has gained further knowledge which has enabled her to expand her skills and look at psychological aspects in terms of stereotyping. 's confidence has grown throughout the project, leading to a successful final response.

Candidate number

Candidate's full name

Outline details of taught skills (specification 2.3 the taught element of the Extended Project

Record here details of relevant skills taught in a class/group and details of relevant skills taught individually to this candidate as described in the specification. Continue on a separate sheet if necessary.

All students were allocated three hours per week on their timetables for the completion of their extended projects. One of which was a lecture based session to deliver the taught skills, which included:

- Project management
- Time management
- Writing and structuring reports
- Academic writing
- Researching and evaluating sources
- Preparing your presentation
- Choosing and refining topic titles
- Active Reading and note taking strategies
- Avoiding plagiarism
- Choosing an appropriate format for the products
- Effective reflections
- Referencing sources

A further two hour session was designed as an independent study workshop with support from supervisors.

Supervisor declaration

I confirm that no work assessed for the award of the marks above is also to be submitted, or has been submitted, for any other accredited qualification(s).

Date

Click here to enter a date.
20-5-15

Candidate number

Candidate's full name

Contents

To be completed by the candidate

Extended Project working title How do Gender Stereotypes in Disney Movies differ from their Original Fairy Tales and are the Characters good Role Models for Children?

Planned form of project

☒ Either written report

☐ Or Click here to enter text. and accompanying written report

This document consists of the pages listed below. Additional journal material, planning evidence, research evidence, presentation evidence and review material may be added.

Page	Title	Date completed
1	Candidate declaration	<u>31.3.15</u> Click here to enter a date.
2 - 3	Submission checklist and Record of marks	
4	Contents	Click here to enter a date.
5	Record of initial planning	<u>9.9.14</u> Click here to enter a date.
6 - 8	Project proposal and approval (Parts A, B and C)	<u>28.10.14</u> Click here to enter a date.
9	Planning review	<u>22.10.14</u> Click here to enter a date.
10	Mid-project review	<u>28.1.15</u> Click here to enter a date.
11	End-of-project review	<u>14.2.15</u> Click here to enter a date.
12	Summary	<u>24.3.15</u> Click here to enter a date.
13 - 14	Presentation record (Parts A and B)	<u>27.3.15</u> Click here to enter a date.
15	Reflection	<u>29.3.15</u> Click here to enter a date.

Is this extended project part of a group project?

☒ No

☐ Yes If 'Yes', give brief details Click here to enter text.

Candidate number

Candidate's full name

Extended Project final title

How do Gender Stereotypes in Disney Movies differ from their Original Fairy Tales and are the Characters good Role Models for Children?

Record of initial planning

To be completed by the candidate

This page records initial meeting(s) with your supervisor to agree your project proposal.

Your first idea for topic/title

Have the Representations of Women in Literature Changed Over Time?

Your first ideas for research and development of your project

When I was first introduced to the Extended Project Qualification, I knew that I wanted to do my essay on English Literature as it is where my passion lies. I want to study Literature at University so I knew this would be the perfect opportunity to show that I am able to do my own research, showing that I will be capable of carrying out the necessary work needed for my University degree.

Originally, I had planned to write my essay on how the representations of women in literature have changed over time; I was going to do this by comparing a Victorian Era text to a modern day text. I would analyse them both and see how different the female characters were in both texts, after completing this analysis I would then look at the contextual factors that would influence the change in representations, for example, the feminist movement. However, I eventually decided to change my idea as it was too similar to what I was doing in English Literature.

Once I changed my idea, I decided to do my essay on, 'How do gender stereotypes in children's literature affect their identity?' as I want to be an English Literature teacher at secondary school and I thought that focusing my question on both Literature and children would show my interest in that. However, I have since edited my question as I thought that it was too broad and have decided to narrow it down and focus solely on gender stereotypes in fairy tales and how they influence the ideals of young girls. A01

In order to develop and expand upon my topic of choice I am going to first look at how children develop and begin to learn about gender, to do this I am going to have to take a look at some psychological theories and experiments to broaden my understanding. Once I have a good understanding of child development I will begin to look into what fairy tales I will be analysing. I will also carry out a range of questionnaires to gain my own research on the topic, some of my questions will include 'Were you read to when you were younger?' and 'What did you want to be when you were younger?', from that I will be able to see if there is a correlation between girls being read fairy tales and them wanting to be princesses when they grow up. In addition to that I will create a table and for each fairy tale I look at I will write down how many good characters there are and how many evil characters there are, once I have done that I will see how many of those characters were male or female to see how this affects the way young girls treat their peers. I will also be looking at other sources that may influence the ideals of young children; some of these sources will include television programmes and movies. A01

After doing some research for my topic I discovered that children learn to read between the ages 4-7 and begin to consolidate their gender identity between the ages 5-7, therefore I am going to be focusing on the ages 4-7 but I may take a small look at their earlier years and later

years just to solidify any points that I make.

For the title of my essay I have been looking at a few different ones to see which one will fit my topic more, these are the ones I have been deliberating between:

- How Far Do Gender Stereotypes in Fairy Tales Affect the Ideals of Young Girls?
- What Implications Do Gender Stereotypes in Fairy Tales Have on the Ideals of Young Girls?
- How Far Do Gender Stereotypes in Fairy Tales Impact the Ideals of Young Girls?
- What are the Benefits and Drawbacks of Gender Stereotypes in Fairy Tales?
- How Far Do Gender Stereotypes in Fairy Tales Influence the Ideals of Young Girls?

I eventually decided on the title, 'How Far Do Gender Stereotypes in Fairy Tales Influence the Ideals of Young Girls?', as it fits the topic of my essay a lot better.

I have since changed my idea, as when I started to research which fairy tales to analyse I discovered that there were very few 'new' versions yet a lot of the original fairy tales had a Disney alternative which I decided would be a lot better to analyse. I decided this as I would be able to compare them but also look at why Disney has changed them and for what purpose, I will also be able to bring in context as I can look at what time the movie was made and what ideals society held. Furthermore, I will still be able to look at gender roles and the influence of these on the ideals of young girls as at the time that most of the Disney movies I will be looking at were produced, women were seen as being inferior to men and I can see if this is mirrored in the movies. Due to my slight topic shift I have had to look at different titles and so far these are the ones I have come up with:

- How Do Gender Stereotypes in Disney Movies Differ from the Original Stories and How Do They Influence the Ideals of Young Girls?
- How Do Disney's Interpretations of the Original Stories Affect the Ideals of Young Girls?
- How Far Do Gender Stereotypes in Disney Movies differ from the Original Stories?
- What Implications do the Disney Alternatives of the Original Fairy tales have on the Ideals of Young Girls?

Your supervisor's main comments and advice

- I was advised to talk to both a Psychology teacher and Literature teacher in order to expand my understanding of my chosen topic.
- I was also told to narrow down the number of fairy tales I was using.

Candidate number

Candidate's full name

Changes, clarifications or additions you have made as a result of your discussion with your supervisor

One of the changes that I have made to my plan is that I am going to limit the number of fairy tales I will be looking at. The fairy tales I have decided on are Cinderella, Sleeping Beauty and The Little Mermaid as these are all at least 20 years apart which will allow me to look at how different the adaptations are and whether or not they show how gender stereotypes have changed over time. I will also be able to look at why they have changed over time by bringing in things like the feminist movement.

I have spoken to a psychology teacher and they have provided me with some information on child development as I will be able to bring in at what age children begin to develop their gender identity and whether or not the Disney movies would help to shape that. Furthermore, talking to my literature helped me narrow down my fairy tales.

Date 09 September 2014

Project proposal part A

To be completed by the candidate

Title of the Extended Project.

Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.

How do Gender Stereotypes in Disney Movies differ from their Original Fairy Tales and are the Characters good Role Models for Children?

Provide a brief outline, based upon page 5 of this document, of

- the topic researched or activity/task to be carried out and sources to be consulted
I am going to be researching how children develop a sense of identity, to do this I am going to be looking at a number of sources, including websites and books. I will also need to look at my fairy tales to analyse how the different genders are represented and to see whether or not they are stereotypical. I will also have to look at the Disney versions of the fairy tales to see how different they are from the originals and why these changes have been made.
- the courses of study or area(s) of personal interest to which the topic relates
I have chosen this topic as it allows me to write an essay on a subject which I love, English Literature. It also allows me to show that I am focused on where I want to be in the future as I would like to be a teacher and by focusing my topic on how children develop their ideals it means I will have a better understanding of them.
- your proposed action
Research when children start to gain their gender identity. Analyse the fairy tales I have chosen and their Disney counterparts. I will also carry out some questionnaires to find out whether or not people watched Disney movies when they were younger and if they were the ones that I am looking at. In addition to that I will create a table and for each fairy tale I look at I will write down how many good characters there are and how many evil characters there are, once I have done that I will see how many of those characters were male or female to see how this affects the way young girls treat their peers.

Provide details of the courses that you are currently studying

Qualification type	Subject
eg A-level, VRQ, Modern Apprenticeship, BTEC	eg Mathematics, English, Leisure & Tourism, Spanish, ICT
A Level	English Literature
A Level	English Language
A Level	History
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.

Qualification type	Subject
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.
Click to enter text.	Click to enter text.

Candidate number

Candidate's full name

Click to enter text. Click to enter text.

Notice to candidate You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from book or any other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA and you may be disqualified from **all** subjects.

Candidate declaration

I certify that I have read and understood AQA's Regulations relating to unfair practice as set out in the notice to candidates above.

Date 28 September 2014

Project proposal part B

To be completed by the supervisor

Please comment below on the validity and feasibility of the proposal (project proposal Part A) as an Extended Project (specification 2.4)

	Supervisor's comments
Comment on the clarity and focus of the title chosen	's topic area is clear and focused which should enable her to draw a strong conclusion from her research, though this needs to be more expansive. She has clearly identified how the topic is of interest to her in the proposal. The focus of research could be further refined in order to be selective of specific Fairy Tales to compare and contrast.
Indicate the relation to, and development/extension outside of, the main course(s) of study or interest (specification 1.2)	The chosen topic evolved from 's current area of study and interest, but this topic area however, is not addressed in her A Level study so this clearly extends beyond the specification and avoids dual accreditation.
Comment on the suitability of the proposed initial sources and research base	has made a good start to her research and has considered a broad range of resources, including books, internet and some primary sources. This will enable her to gain a wider understanding of the subject. She might like to consider the use of further primary sources which should provide her with different viewpoints in order to explore the topic fully.
Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties	The project proposal is feasible in the proposed timescale as the final submission date is March 2015.
Outline the scope to produce a project that meets the assessment objectives (specification 2.5.3)	The scope of the project should enable to meet all of the assessment objectives, though further research is needed to ensure AO2 is fully met. AO1: Suitable topic area identified and planned with clear aims and objectives for the project. The project plan is detailed with evidence of organisational skills in terms of time management. AO2: A clear focus on secondary research is excellent, though she does need more primary sources to establish current viewpoints. AO3: She has evidenced decision making in her initial planning pages, with some evaluation on advice taken.
Indicate proposed form and date of the presentation	is planning to present her project using PowerPoint, and this will be delivered March 2015.

Indicate the expected format of the project product that will be submitted for assessment

Candidate number

Candidate's full name

- ☒ Long written report
- ☐ Live performance (for example music, drama, theatre, substantial presentation) plus written report
- ☐ Electronic format (for example CD, video, computer presentation) plus written report
- ☐ Artefact (for example in design & technology, art & design) plus written report

Is the project a contribution to a group exercise? If Yes, confirm that there is a defined individual contribution by the candidate (specification 2.5.1 Group Work) ☐ YES ☒ NO and list other group members below.

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Candidate No. [Click.](#) Candidate Name [Click here to enter text.](#)

Date [Click here to enter a date](#) 28-9-14

Candidate number

Candidate's full name

Project approval part C

Supervisor's full name

To be completed by the centre coordinator

Comment below on the feasibility and acceptability of the proposal (project proposal parts A & B) as an extended project (specification 1.4)

Centre coordinator's comments

Click here to enter text.

This is an interesting topic area and will allow to form a comparative analysis. The title does seem a little broad and as suggested by her supervisor, she could select more specific fairy tale. A good initial resource base has been identified and this should become more specific as the project progresses.

☒ Approved

☐ Approved subject to the implementation of the centre coordinator's recommendations

☐ Resubmission required

Centre coordinator's full name

Date

Click here to enter a date. 9/10/15

Planning review

To be completed by the candidate

This page records your outline plan at the start of your work.

Outline the next steps in your planned research/initial development

I believe that two things are vital to delivering a good piece of work; research and time management. Therefore I will be planning out what secondary and primary sources I will be using as I believe that it is a good idea to have both in order to strengthen my analysis.

Secondary Sources

Once I had decided which fairy tales I would be analysing, I found the original stories and printed them out so that I could do a more in depth analysis of each one. I spent a minimum of 4 hours on each fairy tale in order to make sure that I had done as much as I was able, whilst analysing my fairy tale I used a range of resources to further my examination of the fairy tales. Some of the websites I used were: A01

- http://www.andersen.sdu.dk/forskning/konference/resume_e.html?id=9708 A02
- <http://www.shmoop.com/hans-christian-andersen/little-mermaid.html>
- <http://storytellermisunderstood.blogspot.co.uk/2008/05/hans-christian-andersen-and-feminist.html>

Once I had analysed the fairy tales, I then moved onto the Disney alternative of each tale. I watched each film twice to make sure I hadn't missed anything out, writing down my findings and any quotes I thought would be useful. After this, I decided to look at various books on Disney to see what I could find. During my research I found many interesting things that I hadn't originally thought of, meaning that I was able to expand upon my understanding of the movie/fairy tale. Some of the books I looked at included: A01

- *The Gendered World of Disney* - Beth Wiersma A02
- *From Mouse to Mermaid: The Politics of Film, Gender and Culture* – Elizabeth Bell, Lynda Haas, Laura Sells
- *The Evolution of Snow White* – John Hanson Saunders
- *Fairy Tales and Feminism: New Approaches* – Donald Haase
- *Waking Sleeping Beauty: Feminist Voices in Children's Novels* – Roberta S. Trites

Whilst looking through these sources I decided to open up a new word document, therefore, when I came across anything useful, I could take down the information for the citation and then the quote. I sorted all of the different quotes onto different pages, allocating a different fairy tale to a different page so that I could keep it more organised. I did this because it will mean that when I am writing my essay, I won't have to go searching for a quote, I will already have plenty. The quotes will also help me to structure my essay as it means that I can figure out which points I would like to make for each fairy tale, they have also helped to give me a few more ideas of things to write about. A01

Candidate's full name

AGZ

Another way in which I have prepared to write my essay is by finding my own primary resources. One of the ways in which I have done this is by creating questionnaire's for people

to fill out, as then I can use my own findings to support the points I make. Some of the questions I have included are:

- *Do you think the characters in Disney films portray stereotypical gender roles?* A1

Which I then followed up with the open ended question, *explain your answer*, as this allows me to find out what casual viewers of the movies think of them, therefore meaning I can explain why the gender roles in Disney movies are so effective and why they may be so influential.

- *Do you think the characters in Disney movies are good role models for young children?*

Again I have followed this up with another open ended question as this allows me to understand what people think of the characters within Disney movies, meaning that I will be able to use this in my essay and that I will also be able to explore some of the points made.

Disney Movies

1. Did you watch Disney Movies when you were a child?

Yes/No

2. Which of these Disney Movies have you watched?

Sleeping Beauty	The Hundred and Fourth Prince
Snow White	Aladdin
Cinderella	Frozen/Princess
The Little Mermaid	Shrek
Pinocchio	The Lion King
Mickey and the Magician	Hercules

3. Did you want to be a princess/prince when you were a child?

Yes/No

4. Do you think Disney movies of the past what you wanted to be when you were a child?

Yes/No

5. Do you think the characters in Disney movies are good role models for young children?

Yes/No

6. Why?

7. Do you think the characters in Disney films portray stereotypical gender roles?

Yes/No

8. Explain?

Creating my own primary source really helped me to expand upon my understanding, as I was able to see how real people were affected by the gender stereotypes within the movie. It also allowed me to gain a new perspective as I could look at other people's views on Disney movies as some people didn't think there were any stereotypes, which meant I was able to examine why they may not think this.

I asked a range of people, however I kept them within the 16-18 range and picked them out at random whilst at college in order to keep my findings fair. A1

Time Management

In order to make sure that I complete my essay within the time allowed I have decided to allocate certain times during the week to solely focusing on it.

Monday: 11:30am -12:30pm

Tuesday: 11:30am – 12:30pm, 1:35pm-2:35pm

Wednesday: 1:35pm – 3:30pm

Saturday: 5pm-6pm

Sunday: 12pm – 3pm

Candidate number

Candidate's full name

This means that I have 9 hours a week allocated to the Extended Project Qualification, meaning that I should have plenty of time to do additional research and to write my essay.

Your supervisor's main comments and advice

- Use a wider range of sources.
- Go back and analyse the fairy tales once you have looked at the movie alternative.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor and/or the comments from your centre coordinator

When I went back to analyse the fairy tales I found that I was able to pick out more points and was able to focus more solely on certain things. By going back and taking a look after I had analysed the movie I knew what points I wanted to make and therefore this allowed me to develop them further as I was able to pick out things that linked to my points which I may not have been able to do before. A03

After receiving advise on using a wider range of sources I began to look at journals as well as this allowed me to look at ideas from the professional's as the journals were from people who had studied the are extensively. This allowed me to develop my own understanding of the topic and thus helped me to expand upon my points. A03

Date 22 October 2014

Mid-project review

To be completed by the candidate

This page records your outline plan about half-way through your work.

Outline the successes, failures, additions and/or changes you made as you followed your plan at the start of the project

Successes

- By doing all of my annotations and research before I started writing my essay it meant that I already knew which points I wanted to make and therefore allowed me to structure my essay around them. It made my essay more cohesive and meant that there wasn't as much rambling as I was able to be more decisive with what I was saying. A01
- Researching critical texts assisted in providing me with an academic basis in which to develop and create my investigative essay. The critical analysis, from experts in the field of gender stereotypes and identity, gave me an awareness of interesting and alternative perspectives I could induce throughout my essay. Their critical elements equipped me with gender specific knowledge essential for completing my essay with high academic quality.
- Creating my own primary sources enabled me to expand upon my points and give reliable statistics to back up what I was saying in my essay, thus making my analysis more thorough.
- The assigned time management helped me to gain an in depth and efficient analysis of each fairy tale. As previously mentioned I decided to dedicate four hours to each fairy tale in order to gain an insightful academic understanding of each text. This assigned amount of time proved sufficient and efficient. Further, I watched each Disney version of said fairy tale twice, thus providing me again with a deep analysis and understanding.
- Keeping a constant track will prove beneficial in the long term as it will allow me to commence both accurate and efficient referencing as I write my essay.
- The personally designed questionnaires proved a success. College provided the perfect environment to gain a wide spectrum of results whilst still providing me with the predicted gender correlation I hypothesised.

Failures

- I did not handle my time management as well as I had originally hoped. Although I did complete the 4 hours dedicated to each fairy tale I did so with difficulty. Due to college work and assignment I found that each set of 4 hours would be interrupted. This interruption usually caused academic disruption with regards to my in depth analysis of each text. A01
- Certain sources that I encountered eluded bias. In order to provide an unbiased and therefore more reliable essay I had to revisit and apply the knowledge of texts with caution.
- Perhaps I could have induced more views from expert in the fields. i.e Instead of just interviewing a psychology teacher I could have also interviewed a sociology teacher. I believe their expert views would have provided me with more accurate research to base my essay upon

Additions

- I decided to take into account further contextual information as to when each fairy tale was written.

Outline your planned steps to complete your project

I intend to continue to write with a high academic standard, ensuring I include the opinion of critics and experts in the fields. I intend to calculate and utilize the results from my selfdesigned surveys and include the results within my essay. Further, I intend to assign strict time allocations dedicated to the writing and thus completion of this project. I understand time management is essential to the completion of this project. I shall also ensure that I induce a wide range of research sources. A01

Your supervisor's main comments and advice at this stage

- Add a psychological reading.
- Reflect upon the reliability of my sources.
- Add why you have chosen these stories in particular to my introduction.
- Reference more critics throughout work in order to provide evidence and validity to my gender specific arguments.

Changes, clarifications or additions you have made as a result of your discussion with your supervisor at this stage

In order to add a psychological reading to my essay I decided to do more research on gender stereotypes and how they affect children, I also looked at how gender stereotyping can affect young children. I discovered many interesting things during my research and decided that it would be easier to do a paragraph under my introduction explaining how gender stereotypes can affect children and how they are negative. This allowed me to introduce the idea of gender stereotypes to my audience before I moved onto the main part of my essay, meaning that they would have a good understanding of stereotypes before they read on. A03

When exploring the idea of rape culture I found it difficult to find sources and therefore had to use Wikipedia. I understand that this is not a reliable source due to the nature of the website as anyone is allowed to change the information there, meaning that it may not be true. However, I had prior knowledge of rape culture and was using my research to expand upon what I already knew. Therefore I knew that the information I was using was correct and reliable.

I chose the three stories specifically as their Disney counterparts were all at least 20 years apart which meant that, if the gender stereotypes had changed, that I would be able to examine why they had changed. It gave me an opportunity to look at society and to see what cultural changes may have explained the change in stereotypes; for example, the feminist movement played a huge role. I added a few sentences to my introduction explaining this as they played a part in my analysis and therefore my choices in Disney movies/fairy tales were important.

Candidate number

Candidate's full name

Date 28 January 2015

End of project review

To be completed by the candidate

This page records the (near) completion of your project product.

Outline the successes, failures, additions and/or changes you made as you followed the plan in your mid-project review

Successes

- Despite mock exams emerging, I found it much easier to stick to my time management plan as we had a week off which enabled me to spend more time focusing on my essay and allowed me to do extra research.
- This extra research gave me an opportunity to research ideas that I had not previously thought of. For example, whilst re-watching Sleeping Beauty I realised that Aurora and the Prince were in an arranged marriage, I then decided to do some research into the negative effects of arranged marriages and discovered many useful things that I could put into my essay.
- The personally designed interviews proved with a psychology and sociology teacher proved a success. Their opinions provided me with interesting perspectives which helped largely shape and develop my academic arguments.
- I also decided to do some research into the importance of spinning wheels in fairy tales as they commonly used as dramatic devices in fairy tales and I wanted to find out what the significance of them was. This led me to the idea of the three fates from Greek Mythology as they would cut a string when it was someone's time to move on to the underworld which I then linked to how in Sleeping Beauty the spinning wheel caused her own faux death.
- By having extra time I was able to go back and look at my essay and was able to expand upon my analysis and could even add in some critic's comments and pieces of critical analysis, which enabled me to strengthen my points.
- I also looked at a wider range of resources in my research, which not only added validity to my work but also provided a more diverse basis in which to base my academic arguments, judgements and analysis on.
- I continued on to look at critical analyses, from experts in the field of gender stereotypes and identity, gave me an awareness of interesting and alternative perspectives I could further induce throughout my essay. Their critical elements equipped me with gender specific knowledge essential for completing my essay with high academic quality.
- Creating my own primary sources enabled me to expand upon my points and give reliable statistics to back up what I was saying in my essay, thus making my analysis more thorough.
- After completing my analysis of Tangled I was able to go back and decided to do more research so that I could expand upon my point about Stockholm Syndrome as this was a strong theme within both the fairy tale and movie. By doing extra research I was able to develop my point further and do a more extensive psychoanalytical analysis of the pieces.
- Keeping a constant track of references proved most as it allowed me to commence both accurate and efficient referencing as wrote and completed my essay.

Weaknesses

- I struggled with staying under the word count as my topic was something that really interested me and therefore I did a vast amount of research on it. I ended up having to go back and re-word things and remove things, however I worried that this would affect the cohesion of things so I spent a lot of time on it.
- I found it difficult to write a conclusion despite knowing what decision I had come to. Were I to do this again I would have allowed myself more time at the end so that I could have spent more time writing my conclusion and making sure that I was happy with it.
- Perhaps my interviews could have been better planned. My questions were some what broad and could have been more specific and relevant to the title of my essay.

Changes/Additions

- I decided to change all spelling errors within my work.
- I also decided to change my referencing to a different style that I personally understood better.
- I decided to have my peers read my work for their criticism. From their criticism I made additional changes for the best results possible.

Outline any additional advice or comment that you received from your supervisor during this final stage

- Check grammar and spelling.
- Make sure to explain the theories used so that they are not too complicated to understand.

Changes, clarifications or additions you made as a result of discussion with your supervisor in this final stage

Once I had completed my essay I went back through and made sure that everything made sense and that I had not made any spelling mistakes. Furthermore, I also checked that I had referenced everything I had used and that I had referenced it correctly as I had a few problems at the start with practicing and had therefore decided to look for some help on it. I have also decided to solidify my conclusion so the reader can best understand my arguments and overall judgements regarding the influence of Disney movies regarding the role models of children.

Date 19 February 2015

Candidate number

Candidate's full name

Summary

To be completed by the candidate

This page records the nature of your project product (abstract).

AO1
AO2
AO3
Outline (50 – 150 words) the nature of your final product, its main content and your conclusion
My final product is an essay that focuses on how Disney has adapted the original fairy tales and have made them child friendly. I have looked at Sleeping Beauty, The Little Mermaid and Tangled. Whilst comparing the original fairy tale to the Disney alternative I also examined the gender stereotypes and looked at whether or not Disney had kept them the same. I found that the earlier movies stuck true to the stereotypes but made the fairy tales more age appropriate, yet the later movie, Tangled, pushed the boundaries with its heroine and made her a hero within herself who was more focused on finding her dream than finding a prince.

Presentation record part A

To be completed by the candidate

This page records your presentation and its preparation.

Planned nature of your presentation (e.g. timing, audience, use of visual aids, slides, use of notes, etc.)

I believe that my presentation will take up to 15 minutes. I have split my timing up so that slides that I have more to say about get more time spent on them. For example, the 'What I Learned' and 'Process' pages have been allocated more time, as I believe they are the most important.

I have bullet pointed brief points on my slides so that I can expand upon them, this also means that I will not be reading from the slide and will be able to look at the audience, making it more interactive. I will also be using prompt cards to make sure that I say everything that I want to and do not miss anything out. In order to keep my slides uncluttered I will be putting extra information onto my prompt cards, for example, key facts and titles. I feel it is important to use prompt cards as I may forget certain things whilst doing my presentation and the use of prompt cards will allow me to keep track of what I am saying.

However, I have kept the information on my prompt cards brief and will only be using three as I do not want to rely on them. I was worried that if I put lots of information onto them than I would just read off them instead of engaging with the audience and making eye contact.

Although I have brief points listed on my slides, I do not have any pictures or videos as I aim to use my vocal skills in order to explain my project, instead of relying on visual aids. This means that I will have to use my voice to the best of my ability and will need to make sure that I can still manage to make it entertaining.

Briefly list the main content of your presentation

- What I Did
 - In this slide I will be briefly giving an overview of what my essay was about and why I chose to focus on that topic. This gives the audience an understanding of what I will be talking about and why I decided to look at Disney and the original fairy tales.
- What I Learned
 - Here I explained my conclusion and what I had discovered about Disney and gender stereotypes. I was able to discuss Stockholm Syndrome and what I had found out about Spinning Wheels. This allowed me to explain the importance of research to my peers as it allowed me to further my own piece of work.
- Process
 - I discussed how at first I had a completely different idea but what had led to me settling on my final idea and why I had changed it. I also explained what I did first and how I set out my research, showing how by doing plenty of research at the beginning it sped up the process later on as I already knew what I wanted to talk about. I also included the importance of doing your own primary research.
- Self Reflection
 - Here I discussed my strengths and weaknesses, I also included what advice I

would give to other potential students who were going to do the Extended Project Qualification. I also spoke about the importance of the subject as it allowed me to focus on my research skills and allowed me to write in an academic manner.

Changes, clarifications or additions you made as a result of rehearsal and/or discussion with your supervisor

I will speak slower and make sure that everything I say is understood clearly by my audience instead of rushing through it. I will also make sure that I explain my points clearly and precisely.

Furthermore, I decided to include screenshots from the Disney movies in order to back up my points as this meant that I was able to use them to my advantage and could use them to demonstrate what I was saying. I decided to add a separate slide after my 'What I Learned' slide, and placed the screenshots onto the empty slide. I placed it there because it meant that I could expand upon my 'What I Learned' point through the use of screenshots.

For instance, I included a screenshot from Tangled when Rapunzel dips the love interest to show how gender stereotypes have changed. I also included a screenshot from Sleeping Beauty from when Aurora and the Prince first meet in the woods and he won't stop grabbing her hands. I feel like doing this was important as I could use them to engage my audience and it meant that they could actually see what I was talking about instead of trying to describe it myself to people who may have never seen the movie.

Presentation record part B

To be completed by the supervisor

Record and comment below on the delivery of the presentation (specification 2.5.1 presentation)

	Supervisor's record/comments
The nature of the audience (include numbers of staff, students and others present)	One member of staff (supervisor) and 3 students
The nature of the presentation (include use of notes, use of display items, and use of presentation software)	A PowerPoint with additional notes were used as an aid, however these were rarely referred to as [redacted] had excellent knowledge of the topic and an extremely confident approach when presenting. Slides were used to present background detail. These included relevant imagery.
Comment on the content and delivery of the presentation	The presentation lasted for 15 minutes. [redacted] introduced the theme by outlining her own interests and issues relating to Disney and gender stereotypes. In particular, she focussed on The Little Mermaid, Tangled and Sleeping Beauty, highlighting the main differences between negative aspects and the impact of the feminist movement. [redacted] also discussed her findings from her questionnaire in order to examine different perceptions of the Fairy Tales. The delivery was fluent and used appropriate specialist vocabulary throughout.
Comment on the response of the candidate to questions that demonstrated understanding and grasp of the project and/or its production (give examples where appropriate).	[redacted] has completed extensive research and produced a very well documented essay on gender stereotypes within Disney Movies. At the end of the presentation [redacted] answered five minutes of questions about her project and the process with great confidence, expanding on specific theories such as the Stockholm Syndrome. Question – From the results of your questionnaire, was there anything that surprised you? Answer- I found it surprising that many people hadn't noticed the gender stereotypes which really opened my eyes and also the fact that stereotyping can affect progress. Q – Have your own views changed since completing the project? A- My perceptions of Fairy Tales have changed since I first watched them as a child as you don't tend to question

Candidate number

Candidate's full name

	<p>things when you are young and very naive. I have found that as I have matured and gained new experiences, gender stereotyping is more evident and is questioned more in today's society.</p> <p>Q- Do you prefer the traditional Fairy Tales or the Modern versions?</p> <p>A – Modern versions as the values are clearer and more representative of society today. They also focus more on moral values and diversity.</p> <p>Q – What advice would you give to someone undertaking an EPQ project?</p> <p>A – I would suggest that they start planning earlier on and select a variety of sources. Setting personal deadlines would ensure that there is enough time to explore a range of theories. It is also important to choose a topic of interest and plan to spend enough time completing the log book in depth.</p>
Outline the nature of any additional presentation evidence that the candidate might add (e.g. speaker notes, handouts, presentation slides, recording).	An interesting presentation which used the aid of visuals to illustrate key points. The presentation included slides and speaker notes which were rarely refereed to.

Date

[Click here to enter a](#)

date 27 3 -15

Reflection

To be completed by the candidate

This page records your own evaluation when you have completed your project product and given your presentation.

Briefly summarise your main learning from completing this project. You might include new knowledge or expertise that you enjoy or find valuable, a consideration of your planning and organisation, changes you would make if you undertook such work again, advice you would give to others undertaking such a project.

If I were to do this again I would start much earlier than I originally did and I would do more research. I gained a lot of new researching skills that will be useful for University as it means that I will be able to find information more efficiently and won't waste a lot of time looking for something. This project has also made me less worried about writing long essays in the future as I struggled to stay under my word limit and could easily have written another 5,000 words had I needed to. I can also reference more effectively and can explain my points more concisely.

Advice I would give to people undertaking this project would be to pick a topic they are interested in as I chose a topic I enjoyed researching and therefore was able to reach and surpass the word count, however had I picked something I was not as interested in than I may have struggled. I would also tell them about the importance of research as it helps to expand upon points and gives you ideas about things you may not have thought of otherwise. Furthermore, I would also tell them that time management is extremely important and that the earlier they start the better.

**How do Gender Stereotypes in Disney Movies
differ from their Original Fairy Tales and are
the Characters good Role Models for Children?**

Extended Project Qualification

Word Count: 5,485
Candidate Number:

How do Gender Stereotypes in Disney Movies differ from their Original Fairy Tales and are the Characters good Role Models for Children?

Since the release of Disney's first movie, *Snow White and the Seven Dwarves* in 1937, the company has grossed over \$36,747,514,655 (*Boxofficemojo, 2015*) in total. They are seen as one of the most influential forms of entertainment for our generation, with Bettelheim (1976) stating that 'fairytales have great psychological meaning for children of all ages, both boys and girls', however, how good is the message they send to young children. I am going to be looking at *The Little Mermaid*, *Sleeping Beauty* and *Tangled*, and comparing them to the original fairytale, allowing me to examine if Disney has changed or altered the gender roles presented in their movies. I will be looking at the differences between the genders, and how the villains are represented. I will also be examining how the heroine of the story is represented, and looking at whether or not they actually rescue themselves. I have chosen these three fairytales as the Disney alternatives are all 20 years apart, allowing me to examine what factors within society may have affected the representations of gender inside of the movies.

'As early as age 2½ children have learned basic stereotypes about the sexes' (Martin, 2006) and according to my own research many parents begin to show their children movies between 1½ and 2 years old, meaning that Disney movies could influence the stereotypes that children believe they must conform to. 96% (*McLoughlin, 2014*) of people I asked said that they watched Disney movies when they were younger, showing the influence that the company has on society today. However, it is not just due to Disney, on TV, 'male cartoon characters outnumber females almost four to one.' (*Ashford, 2001*) and within these representations, 'male characters are often portrayed as powerful, strong and smart, whilst the female characters are often portrayed as damsels in distress.' (*Ashford, 2001*) Therefore it is not surprising that 'in one study, 3 to 5 year old children were asked who was smart, and most pointed to the baby that was labeled the 'boy''. (*Ashford, 2001*) Gender stereotypes affect how children behave and can impact their future, one study 'found that Asian-American girls who were subtly reminded of their gender identity before a math test performed worse than children who were reminded of either their ethnic identity or no identity' (*Miller, 2008*), exhibiting the importance of gender stereotypes and suggesting that they can hinder children in their learning.

Walt Disney admitted that since the beginning of Disney, 'he sought out simple stories and simplified them further to create "nice" children's films.' (*Hastings, 1993*) One example being *Sleeping Beauty*, the original tale is believed to have originated with the author Giambattista Basile (2006), in his story, 'Sun, Moon and Talia'. In both the movie and fairy tale, the young girl's slumber is caused by a spinning wheel. Spinning wheels are a very common dramatic device within fairy tales, and although 'spinning presented itself as a powerful image, because it could symbolise female powers of creation and reproduction' (*Schacker, 2003*) it was still 'a quintessentially female activity' (*Tatar, 1987*), meaning it still put women in a stereotypical role. The spinning wheel can be linked to the Greeks, as the three Fates 'turned spinning into a metaphor for human destiny' (*Haase, 2008*), representing life and death. Therefore, this could be where the idea of the spinning wheel causing death could have originated and due to the spinning wheel being a stereotypical device; it could show that femininity is their downfall due to the patriarchal nature of society.

One of the main differences between movie and story is the representation of the prince. In both, the prince happens across the girl whilst out in the woods. However, in the story the girl is already in her deep sleep when the prince meets her and once he finds her he 'makes love to her' as he is unable to 'help desiring her', creating the impression of victim blaming, a term coined in the 1970's by 2nd wave feminists, and adding to the idea of rape culture, 'a concept that examines a culture in which rape is

pervasive and normalized due to societal attitudes about gender and sexuality.' (Wikipedia, 2014) The author attempts to blame Talia, describing her as being 'incredibly lovely' and 'an enchanting girl', possibly indicating that he was under a spell and that it would be impossible for him to resist her. This encounter is made more sinister as we are previously told that Talia 'dropped down dead' and despite the king trying to 'wake her' he is unable to, possibly suggesting necrophilia and showing just how strong the king's desires were as he did not care if Talia was dead or alive. The author romanticizes the rape by using 'gathered her in his arms' and 'made love to her', trying to make it more affectionate than it actually is, again linking to rape culture as Basile has normalised it. Fairytales typically have a moral so that young children learn something, therefore, this could be a warning to young women that men will steal their innocence and then leave them, so hence why they must wait until marriage, as was typical of the time. A female's virginity was viewed highly and, as Bancroft (1989) explains, 'the importance of the virginity of women at marriage has been linked to the property rights of men over women.' therefore, the young girl in the story would most likely have been shamed by her community had they found out about what had happened. This also links to the idea that it is all right for men to have as much sex as they want, as society does not apply the same rules to them, therefore the prince would have received no backlash. A03

In the movie, the first true impression the audience gets of Aurora is extremely stereotypical. She has been sent into the woods to collect berries, is surrounded by animals and she is singing, automatically creating the ideal woman who is overtly feminine. However, when we meet the prince in the movie, Aurora is still a newborn and the narrator tells the audience that Prince Philip has been chosen to marry Aurora, despite her having no say in it therefore treating her like a possession. Although arranged marriages were typical of society at the time in which the movie was set, that does not mean Disney had to include it as it does not send a good message to young girls who are easily influenced. 'Forced marriages fit the core definition of domestic violence, as many of those forced into marriage are children' (Home Affairs Committee, 2009) and it takes away their free will as they are having choices forced upon them, furthermore, in some cultures this still happens and the movie is portraying it in a good light as it is romanticising the issue, meaning that young girls who may be trapped in this circumstance will not find an issue with it or will go along with it as they believe they have too, not knowing that they have another choice. The idea of the princess being a possession can also be seen in the original story, as Talia is shown as having very few emotions and her life revolves around the prince. To continue, before the Prince meets Aurora in the movie, he listens to her singing and when they finally meet it is because he joined in with her dancing without letting her know that he was there, despite her being alone in the woods and his appearance possibly scaring her. Furthermore, when she realises and tries to move away from him he continues to keep grabbing her hand, keeping her in place despite it being obvious that she does not want him to touch her. He then claims that he is not a stranger because they met in a 'dream' in an attempt to get her to trust him and she does, even going as far as to tell him where she lives, completely contradicting what parents tell their children from birth, 'don't talk to strangers', therefore not presenting a good image to young children. A03

In the story, after the prince leaves, Talia becomes pregnant with his twins and when she eventually wakes, she does not panic as would be expected of someone in her situation 'but embraced them with love', possibly suggesting the importance of a maternal instinct and motherhood. The prince then 'at last remembered Talia', showing that once he had gotten what he wanted from her he had forgotten about her until he wanted to use her again, giving an impression of male entitlement as he did not care for Talia's feelings, instead he only cared for her body. This idea is strengthened when it says that he was going to return 'to see if the lovely lady was still sleeping there', showing that he did not care if she was awake and that he would rape her again. By doing this, the prince is objectifying her, as he does not care about her consent. When the prince arrives he is 'overjoyed to find her awake and with two charming little

toddlers', further romanticising and normalising the rape by making everything seem like it is okay, this idea is continued when the king and Talia 'realised they were forming a stronger bond of friendship and love' and were 'indeed desperately in love'. By having Talia fall in love with her rapist it suggests to the reader that nothing bad will come of this, furthermore, when the king leaves, he promises 'to return for her soon and bring her to his kingdom', by doing this, he rewards her for motherhood and bearing his children. A03

When the Queen and Talia at last meet, the Queen does not listen to Talia when she attempts to 'reason with her' and explain that she did not know that the king was married, again linking to the idea of victim blaming, in which 'victims are frequently blamed and their testimony is denied and ridiculed' (Cosslett, 2014), exemplified here. The Queen does not blame the king who committed the crime, but instead focuses on Talia and places all of the blame onto the victim. This was common back when the fairy tale was written, however, due to the feminist movement, it is now changing and the person committing the rape is instead the one who has the blame placed upon them. In the end, the Queen is the one who is killed as she attempted to kill Talia, however, nothing happens to the King despite the fact that he actively participated in necrophilia, rape and adultery, showing that when women are violent bad things will happen to them, yet when men are violent they are met with no consequences as it shows their strength and masculinity. Both the King and the cook are seen as being heroic, representing the traditional male stereotype, however, the King's secretary 'valued his own life above honour' and in the end was killed for it, suggesting that bad things happen to men who are weak as it is not a stereotypical male attribute, furthermore, he betrayed the King for a woman, something that would have been most likely seen as unthinkable. A03

In the movie, it is the Prince who is captured by Maleficent; however, the fairies free him so that he can save Aurora, giving him a shield of virtue and a sword of truth so that he may overcome the evil. The heavy symbolism of the weapons appears to be the only good moral within this Disney movie, as they teach children that by being good and truthful nothing bad will happen to them. He then has to fight Maleficent in order to get to his beloved, yet, when she turns into a dragon it creates the image of the iconic battle between St George and the dragon, making the Prince appear more worthy than he already had been. As in the book, the villain is killed and they live happily together, as is common within Disney movies.

'The treatment of gender in *Sleeping Beauty* is more problematic than in most Disney films.' (Booker, 2010) This can be seen in the fairy tale, not just the movie, as in both, the Queen and Talia are represented as being foils of each other as they are each used to highlight particular qualities of the other. In the movie, 'Maleficent, is a bad women who serves to highlight Aurora's goodness.' (Booker, 2012), and in the fairy tale, all of the descriptions of Talia have positive connotations, 'beautiful young girl', 'enchanted girl' and 'lovely lady', whereas, all of the descriptions of the Queen have negative connotations, 'her face was burning with passionate hatred', 'anger and jealousy' and 'hatred'. However, Talia may be described as this, as she is passive and emotionless, she does as the king asks and is happy to please him, therefore, representing her in a good light as she is following stereotypical gender roles. Yet the Queen, who seems extremely emotive and is seen as being a powerful female, is described in negative ways, showing people that this is the incorrect way for women to act. This occurs in the movie as well, Maleficent is depicted as 'a strong independent woman... the epitome of the threatening female' (Booker, 2010) as they threatened the patriarchal society, and therefore, she is automatically cast as the villain. Before Maleficent even opens her mouth the audience can tell she is the villain through the use of colours, she is dressed in dark colours and in place of hair are two horns, removing a stereotypical beauty trait and signifying that she is the antagonist as opposed to the beauty of Aurora. We can see the A03

importance of beauty, as it is the first gift given by the fairies, the second gift being a beautiful singing voice, showing that brains were not important, as long as she is beautiful. In Disney movies, Queens are often the evil ones, for example, in *Snow White*, the Queen is actually known as the Evil Queen or Wicked Queen, this could be because they represent women in power and therefore give them negative connotations as they threaten the patriarchal society. A03

Furthermore, the king says 'you brought nothing with you into this house' in reference to the fact that the Queen is unable to bear children, Gross (1982) stated that 'overemphasis on the mother role is related to inflexibility of different female roles within society.' As women were not allowed to play any roles within society, therefore, by not being able to give birth, she is seen as not fulfilling her 'only' role as a woman. Due to this, the Queen attempts to kill Talia's children as they represent her husband's infidelity, 'Just as the heroine represents life-giving and creative power, the witch figure murders and destroys new life.' (Frankel, 2010) Being a mother was a stereotypical role for women during the time in which this was written, and therefore, by taking away that chance for the Queen, she is not upholding the conventional values. A03

The Little Mermaid, based on Han Christian Anderson's original tale, is another Disney movie that has strong gender stereotypes because, 'as is typical of Disney, the film version betrays the original story while it also adroitly exploits our society's obsessions with physical beauty and romantic love.' (Guroian, 1998) In both the movie and the story, the Little Mermaid must go through 'a radical body modification' (Booker, 2012) in order to gain the prince's love, this gives the impression to young girls that they are not good enough for men, and must therefore change themselves in order to appeal to them. Due to this, 'The [fairytale] seems to almost entirely ignore the gains made by the women's movement in the decades preceding it's release.' (Booker, 2012). By the time the Little Mermaid was released in 1989, the feminist movement was already under way, with women making a huge impact on trying to achieve equal rights, for example; the first female pilots graduated in 1977, Margaret Thatcher became the first female Prime Minister in 1979 and Executive Order 11375 was put into place, which abolished any discrimination based on sex. A03

At first the movie appears to be empowering as Ariel 'appears to be engaged in a struggle against parental control, motivated by the desire to explore the human world and willing to take a risk in defining the subject and object of her desires.' (Soto, 2000), this idea is strengthened when Ariel sings 'A Part of Your World' as 'she caresses a book that she cannot read, expressing her longing for knowledge.' (Bell, 1995). Yet, it replaces one of the most important and empowering parts of the original story, as in the original version, the mermaid lets herself die instead of killing the prince, letting him be happy despite the fact that it causes her death, however, Disney takes away the sacrifice that would have created a stronger female role model to young girls. Furthermore, in the original the mermaid earns her soul on her own through this sacrifice, yet, in the movie, she gains it through Eric, as by earning his kiss she is able to get her voice back. Additionally, 'Disney eliminates two important female characters (grandmother and bride), and deemphasizes the role of the sisters; in turn, Disney adds animal and human characters, and those who carry major action and dialogue are all male.' (Bendix, 1993) Despite the sea witch being an anonymous character in the story, Disney gives her a bigger role and a name. They use Ursula to demonstrate the dangers of a matriarchal society, as during the final showdown, Ursula gains power and whilst she has control everything goes into chaos, therefore suggesting that Disney is trying to show how a patriarchal society is better as before, when the King was in charge everything was okay. A03

In both the film and the movie Ariel's voice is taken in exchange for her becoming human, and in both, the sea witch/Ursula tells her that she will be able to use her 'beautiful form' and 'pretty face' in order to win

over the prince's heart. Yet, Ursula is known for her trickery and she also knows that by taking Ariel's voice she will be taking the one thing that the prince would be able to recognise her by. Therefore, when in the movie Ariel asks Ursula how she will be able to entice the prince, Ursula lies and tells Ariel,

'The men up there don't like a lot of blabber. They think a girl who gossips is a bore. Yes, on land it's much preferred for ladies not to say a word. After all, dear, what is idle prattle for? Come on, they're not all that impressed with conversation, true gentlemen avoid it when they can, but they dote and swoon and fawn. On a lady who's withdrawn. It's she who holds her tongue who gets her man.'
(*The Little Mermaid*, 1989)

Thus implying that in order to gain the affections of men, women must be quiet, linking with the stereotype that women must do as men want and must 'serve' them, it also enforces the 'seen but not heard' idea that so many young children are told by their parents and grandparents. The phrase itself, 'seen but not heard' (Martin, n.d.), comes from the 15th century collections of homilies written by an Augustinian clergyman called Mirk's Festial, and in the original text it specifically refers to women, enforcing the idea that women are just there as an object. This idea is continued in the original fairy tale as there are 'beautiful female slaves, dressed in silk and gold' who are singing and performing for the prince and his family, strengthening the idea that women should obey men, furthermore, the slaves would not have been able to afford such luxurious clothes, therefore, it is a symbol of the prince's ownership over them. Once Ariel has gained the attention of the prince, he tells Ariel that 'she should remain with him always and she received permission to sleep at his door.' The use of the noun 'permission' suggests at first that the prince is going to allow her to do something more grand than just sleep at the door: it implies that the prince thinks that it is an honour just for someone to sleep near him during the night and indicates that he thinks very highly of himself. Furthermore, the mermaid seems happy by this despite the fact that she is sleeping on the floor outside of his room and he is treating her like an accessory. In the film she is treated a little better, yet when the prince meets the person he thinks is his one true love he drops Ariel and gives the other woman all of his attention. 103

In the films 'several villainous female characters are masculinised in distinct ways.' (Cheu, 2013) Ursula being one of them. However, Ursula is masculinised in a very different way, she is over feminized and therefore starts to take on a more masculine appearance, this is most likely due to the fact that Ursula was based on Divina, a drag Queen in the 1970's and 80's, thus meaning she looks nothing like the stereotypical Disney princess, meaning the audience can automatically identify her as being the villain. Yet, by having Ursula seeking out King Triton's scepter, a phallic representation, it creates the idea that Ursula is suffering from 'penis envy', what Freud believed, led to girls feeling 'inferior or inadequate in relation to boys' (Nevid, 2003). However, being the only female in the movie with a voice and power, it is no surprise that she is killed in the end, furthermore, at the end she is pierced with what appears to be a phallic symbol; therefore she is no longer a threat to the patriarchal society. Ariel, however, who was never a threat to the patriarchal society, is rewarded by being human and is allowed to stay with the prince, showing to young girls that it is better to fit in to the society than rebel against it. 103

Despite *The Little Mermaid* and *Sleeping Beauty* lacking the feminist edge that most female modern women want; *Tangled* shows that Disney is taking a step in the right direction as it represents a strong heroine who is saving herself. However, Wilson (2010) argues that '[Tangled] re-hashes the same old story: As a woman, you can either be a princess awaiting her prince or an evil stepmother/witch; as a man, you get all the action (in many senses of the word).' Both *Rapunzel* and *Tangled* contain a girl with long blonde hair who is locked away in a tower and whose love interest gets hurt, but is then magically healed by *Rapunzel*'s tears. However, that is where the similarities end, with *Tangled* having a much

more in depth storyline and a wide variety of characters, as is typical of Disney movies. In both versions we see Gothel's deceitfulness, however it is more thoroughly explored by Disney and we are allowed to truly see their relationship. Gothel uses love to mask that she is the villain, she uses her role as the motherly figure to constantly belittle Rapunzel which can be seen at the beginning when she gives the young girl back handed complements, doing all of this under the mask of motherly teasing, for example, 'Rapunzel, please, stop with the mumbling. You know how I feel about the mumbling... I'm just teasing, you're adorable.' However, it is because of this that makes Gothel one of the scariest Disney villains, as she is not openly evil like many other villains we have seen. She takes on a role that everyone is aware of and brings into light how damaging emotional abuse can be. Gothel manipulates Rapunzel throughout the entire movie, even when she is not there, as can exemplified when Rapunzel leaves the castle, 'Mother would be so furious. That's okay though, I mean, what she doesn't know won't kill her. Oh my gosh. This would kill her', the audience can clearly see how conflicted the girl is, showing the effect of years of emotional abuse. The reason that Gothel has Rapunzel is for her hair, which can be seen in every touching gesture Gothel makes, whenever she touches Rapunzel affectionately she is always touching her hair, showing that Gothel sees her as more of a possession than a daughter, only keeping her around for the magical abilities of her hair which allow her to keep her beauty and youth. A03

According to McCue, four conditions lead to the development of Stockholm Syndrome, one being that the women becomes isolated from others and the abuser shows kindness and due to the power imbalance the women begins to develop a traumatic bond with her abuser and begins to feel completely dependant upon them.' (McCue, 2008). This is evident in both versions of the tale as Rapunzel is locked away in the tower and relies upon Gothel for everything, as she is unable to leave, Gothel acts as her food source and her only human interaction, therefore it is no surprise that Rapunzel reacts negatively when she finally leaves the tower, as she is betraying Gothel. The audience can understand Rapunzel's feelings, however, as in the song 'Mother Knows Best' '[Gothel] makes Rapunzel feel guilty about her desires and dramatizes the horrors of the outside world' (Lady Geek Girl and Friends, 2013) In both versions, Gothel could be seen as taking the role of the stepmother, someone who is often seen as the villain in many fairy tales. This is normally due to what Freud calls, the Electra Complex, which 'refers to the phenomenon of the little girls attraction to her father and hostility toward her mother, whom she sees as her rival.' (Scott, 2005) Despite that not occurring in this story, the preconception that stepmothers are evil has clearly made its home here. The story was published in 1812 and by then witch trials were already taking place and 'the women most targeted were widows or individuals over the age of 50, who themselves had no childbearing role' (Levack, 2001). therefore, Gothel, who was not married and had no children would have been accused of being a witch had she been a real person, therefore, her representation in the story is not that unusual. Furthermore, 'by the middle of the twentieth century, mothers were being blamed for the unhappiness of every troubled child,' (Schanoes, 2014) and because society needed someone to blame, Disney used stepmothers as a metaphor for this. A03

Gothel represents a strong women, and therefore it is no surprise that she is killed, however, that does not mean that the entire movie contains stereotypical gender roles. The Grimm Brother's (1972) Rapunzel, for example, in the story we only learn about her feminine traits, her 'splendid long hair' and 'sweet voice', for instance. The movie however, delivers a well thought out character that demonstrates that Disney is taking a step in the right direction. Rogers (2011) suggests that this can be seen when Rapunzel takes the stereotypical, female object of the frying pan but uses it to defend herself, symbolising feminine power and how you do not need the traditional masculine power of the sword in order to be seen as powerful. It also showed aspects of the 'new man', where men are shown as being more in touch with their emotional side, something that would normally have been seen as feminine. There is a whole scene dedicated to this theory, the two main characters enter a bar filled with rough looking men, however, they A03

all break into song about their dreams, some of which included becoming a baker, finding love and making tiny unicorns. Furthermore, the love interest exemplifies the 'new man' theory as despite being a hyper masculine stereotypical male character, he confesses his true self to Rapunzel and in response she tells him that she prefers that person, 'For the record, I like Eugene Fitzherbert much better than Flynn Rider.'

In the original version neither the prince or Rapunzel have a strong character and are thrust into stereotypical roles, for instance, when they first meet Rapunzel loses her fear when the prince talks to her in a 'friendly manner' and when he asks her to be his wife she immediately says yes, despite having only known him for a short time. He continues to go back to her after that and when Gothel finds out, she calls her a 'Godless' child, possibly suggesting that Rapunzel has lost her virginity and is therefore a sinner, something that would have been common at the time in which it was written as women were supposed to be chaste and pure. Gothel then takes Rapunzel into the wild and cut off her hair before leaving her there. However, the punishment does not stop there, she lures the prince by pretending to be Rapunzel and then makes it seem as though Rapunzel is dead. In his despair, the Prince throws himself from the tower and has his eyes pulled out by thorns. Yet, in the end, the two finally meet, yet Rapunzel has two twins, once more showing the stereotypical values that a women needs to have children a contrast to Gothel who had to steal her child. In they end, they live happily ever after as Rapunzel cries onto his eyes and gives him his sight back, much like Rapunzel uses her tears in Tangled to heal Flynn Rider, once more showing that true love can conquer all. Tangled, despite its stereotypical origin, shows a young girl who is not solely focused on finding her true love, instead she is focused on her own dream; leaving the tower and finding out what the lights in the sky are as opposed to the fairy tale where she only wants to leave the tower because of the prince. The love story is a sub plot compared to this, showing that Disney has evolved from its earlier movies. This is exemplified when we see the heroine of the story dip the love interest, instead of it being the other way around.

At the beginning of Disney, the movies did still hold true to the stereotypical gender roles that were in the original stories; however, we can see that as times have changed so have Disney's views. They are now starting to create more independent role models for young girls and princes/male characters that young boys can aspire to be like. With Flynn rider showing that you do not need to be masculine to get people to like you, that a softer side will work as well. Young girls can also look at Merida from Brave and the sisters from Frozen, and see that you can be the hero of your own story, that they do not need to wait for their prince to save them. Disney has taken the original stories as a basis for their own movies, changing and expanding on them to make something that fits into society, therefore, it is not surprising that the gender stereotypes represented within them have changed as well. Yet, the movies still do follow the idea of a two women against each other, which only serves to create tensions amongst other girls and causes them to judge one another for no reason other than because it has been drilled into them through decades of media sources that pit girls against one another as a form of entertainment. However, Disney are moving in the right direction and are beginning to create characters that are good roles models to young children and will influence them in a good way.

Whilst doing my research I have chosen to mainly use books and journals as experts in the area have written them, therefore, I believe that these sources are dependable, as they would not have been published had they not been. Furthermore, the authors have had to do vast amounts of research in order to publish their ideas, meaning that they will most likely be trustworthy. Most of the sources I have used are reliable, however, I did use Wikipedia during my research and have quoted from it. Although I believe the information to be correct and would not have used it if I did not think it was, it may still have a questionable reliability as it is open to the public and may be changed by anyone who wishes to do so. A

problem I encountered whilst researching my essay was finding the original fairytale as there are many out there, and due to them being centuries of years old there were many variations between the different versions. However, I believe that the versions I have used are as close to the original as I could get. If I had not been restricted by the word count then I would have been able to go into more depth with my analysis of the fairytales and I would have been able to explore a wider variety, however, I believe that I have done as much as I was able with the word count. I believe that I have handled my time accordingly and have organized my research well, making the process easier for myself. If I were to do this again than I would begin my research earlier and would have structured my points in a better way in order to make my essay more coherent.

References

- Altmann, A. and De Vos, G. (2001). *Tales, then and now*. Englewood, Colo.: Libraries Unlimited.
- Andersen, H. (1963). *The little mermaid, and other fairy tales*. New York: Platt & Munk.
- Ashford, J., LeCroy, C. and Lortie, K. (2001). *Human behavior in the social environment*. Belmont, CA: Brooks/Cole/Thomson Learning.
- Bancroft, J. (1989). *Human sexuality and its problems*. Edinburgh: Churchill Livingstone.
- Basile, G. (2006). *Sleeping Beauty - Giambattista Basile (aka The Sun, Moon and Talia*. [online] uncoy.com | la vie viennoise. Available at: http://uncoy.com/2006/05/sleeping_beauty_1.html [Accessed 19 Oct. 2014].
- Bell, E., Haas, L. and Sells, L. (1995). *From mouse to mermaid*. Bloomington: Indiana University Press.
- Bendix, R. (1993). Seashell Bra and Happy End Disney's transformations of "The Little Mermaid". *Fabula*, 34(3-4), pp.280-290.
- Bettelheim, B. (1976). *The uses of enchantment*. New York: Knopf.
- Booker, M. (2010). *Disney, Pixar, and the hidden messages of children's films*. Santa Barbara, Calif.: Praeger.
- Boxofficemojo.com, (2015). *Disney All Time Box Office Results*. [online] Available at: <http://www.boxofficemojo.com/studio/chart/?page=5&yr=&view=parent&view2=allmovies&studio=buenavista.htm&sort=theaters&debug=0&p=.htm> [Accessed 24 Oct. 2014].
- Cheu, J. (2013). *Diversity in Disney films*. McFarland.
- Cosslett, R. (2014). *Have accusations of rape victim blaming gone too far?* | *Rhiannon Lucy Cosslett*. [online] the Guardian. Available at: <http://www.theguardian.com/commentisfree/2014/aug/28/culture-rape-victim->

blame-too-far [Accessed 18 Nov. 2014].

Frankel, V. (2010). *From girl to goddess*. Jefferson, N.C.: McFarland & Co.

Grimm, J., Grimm, W., Colum, P. and Scharl, J. (1972). *The complete Grimm's fairy tales*. New York: Pantheon.

Gross, I., Downing, J. and D'Heurle, A. (1982). *Sex role attitudes and cultural change*. Dordrecht, Holland: D. Reidel.

Guroian, V. (1998). *Tending the heart of virtue*. New York: Oxford University Press.

Haase, D. (2008). *The Greenwood encyclopedia of folktales and fairy tales*. Westport, Conn.: Greenwood Press.

Hastings, A. (1993). Moral Simplification in Disney's The Little Mermaid. *The Lion and the Unicorn*, 17(1), pp.83-92.

Home Affairs Committee, (2009). *Domestic Violence, Forced Marriage and 'honour'-Based Violence*. The Stationary Office.

Lady Geek Girl and Friends, (2013). *In Brightest Day: The Emotional Abuse of Tangled*. [online] Available at:
<https://ladygeekgirl.wordpress.com/2013/10/29/in-brightest-day-the-emotional-abuse-of-tangled/> [Accessed 22 Feb. 2015].

Levack, B. (2001). *Gender and witchcraft*. New York: Routledge.

Martin, C., Fabes, R. and Fabes, R. (2006). *Discovering child development*. Boston: Pearson/Allyn and Bacon.

Martin, G. (n.d.). *Children should be seen and not heard - meaning and origin*. [online] Phrases.org.uk. Available at:
<http://www.phrases.org.uk/meanings/children-should-be-seen-and-not-heard.html> [Accessed 9 Nov. 2014].

McCue, M. (2008). *Domestic violence*. Santa Barbara, Calif.: ABC-CLIO.

M , H. (2014). *Disney Survey*.

Miller, C. (2008). *The influence of gender stereotypes on children's performance*.

- Nevid, J. (2003). *Psychology*. Boston, MA: Houghton Mifflin.
- Rogers, S. (2011). *Tangled: A Feminist Film Review* | *Bitch Flicks*. [online] Btchflicks.com. Available at: <http://www.btchflicks.com/2011/05/tangled-a-feminist-film-review.html#.VOzTorOsVHg> [Accessed 5 Dec. 2014].
- Schacker, J. (2003). *National dreams*. Philadelphia: University of Pennsylvania Press.
- Schanoes, V. (n.d.). *Fairy tales, myth, and psychoanalytic theory*.
- Scott, J. (2005). *Electra after Freud*. Ithaca: Cornell University Press.
- Sleeping Beauty*. (1959). [video] USA: Disney.
- Soto, L. (2000). *The politics of early childhood education*. New York: P. Lang.
- Tangled*. (2010). [film] USA: Disney.
- Tatar, M. (1987). *The hard facts of the Grimms' fairy tales*. Princeton, N.J.: Princeton University Press.
- The Little Mermaid*. (1989). [video] USA: Disney.
- Wilson, N. (2010). *Disney's Gender Roles Remain Un-Tangled*. [online] Msmagazine.com. Available at: <http://msmagazine.com/blog/2010/11/29/disneys-gender-roles-remain-un-tangled/> [Accessed 5 Nov. 2014].

Bibliography

Websites

Barnes, B. (2009). *Does Tiana, Disney's First Black Princess, Conquer Stereotypes?* - *NYTimes.com*. [online] Nytimes.com. Available at: http://www.nytimes.com/2009/05/31/fashion/31disney.html?pagewanted=all&_r=0 [Accessed 24 Nov. 2014].

Basile, G. (2006). *Sleeping Beauty - Giambattista Basile (aka The Sun, Moon and Talia)*. [online] uncoy.com | la vie viennoise. Available at: http://uncoy.com/2006/05/sleeping_beauty_1.html [Accessed 19 Oct. 2014].

Boxofficemojo.com, (2015). *Disney All Time Box Office Results*. [online] Available at: <http://www.boxofficemojo.com/studio/chart/?page=5&yr=&view=parent&view2=allmovies&studio=buenavista.htm&sort=theaters&debug=0&p=.htm> [Accessed 24 Oct. 2014].

Cosslett, R. (2014). *Have accusations of rape victim blaming gone too far?* | *Rhiannon Lucy Cosslett*. [online] the Guardian. Available at: <http://www.theguardian.com/commentisfree/2014/aug/28/culture-rape-victim-blame-too-far> [Accessed 18 Nov. 2014].

Daughter, E. (2011). *Disney's Tangled - The Most (Faux)feminist Movie Ever*. [online] Eve Bit First. Available at: <https://evebitfirst.wordpress.com/2011/04/29/tangled/> [Accessed 14 Nov. 2014].

Lady Geek Girl and Friends, (2013). *In Brightest Day: The Emotional Abuse of Tangled*. [online] Available at: <https://ladygeekgirl.wordpress.com/2013/10/29/in-brightest-day-the-emotional-abuse-of-tangled/> [Accessed 22 Feb. 2015].

Martin, G. (n.d.). *Children should be seen and not heard - meaning and origin*. [online] Phrases.org.uk. Available at: <http://www.phrases.org.uk/meanings/children-should-be-seen-and-not-heard.html> [Accessed 9 Nov. 2014].

Rogers, S. (2011). *Tangled: A Feminist Film Review* | *Bitch Flicks*. [online] Bitchflicks.com. Available at: <http://www.bitchflicks.com/2011/05/tangled-a->

Bibliography

feminist-film-review.html#.VOzTorOsVHg [Accessed 5 Dec. 2014].

Roth, M. (2014). *"The Lion King" by Matt Roth*. [online] Ejumpcut.org. Available at: <http://www.ejumpcut.org/archive/onlinessays/JC40folder/LionKing.html> [Accessed 18 Nov. 2014].

Wilson, N. (2010). *Disney's Gender Roles Remain Un-Tangled*. [online] Msmagazine.com. Available at: <http://msmagazine.com/blog/2010/11/29/disneys-gender-roles-remain-un-tangled/> [Accessed 5 Nov. 2014].

Women, N. (2011). *With Tangled, Disney Gets Closer to Embracing Feminism* | National Organization for Women. [online] Now.org. Available at: <http://now.org/blog/with-tangled-disney-gets-closer-to-embracing-feminism/> [Accessed 22 Feb. 2015].

Journals

Bendix, R. (1993). Seashell Bra and Happy End Disney's transformations of "The Little Mermaid". *Fabula*, 34(3-4), pp.280-290.

England, D., Descartes, L. and Collier-Meek, M. (2007). Gender Role Portrayal and the Disney Princesses. *Sex Roles*, 64(7-8), pp.555-567.

Gangoli, G. and Chantler, K. (2009). Protecting Victims of Forced Marriage: Is Age a Protective Factor?. *Fem Leg Stud*, 17(3), pp.267-288.

Hastings, A. (1993). Moral Simplification in Disney's The Little Mermaid. *The Lion and the Unicorn*, 17(1), pp.83-92.

Hurly, D. (2005). Seeing White: Children of Color and the Disney Fairy Tale Princess. *The Journal of Negro Education*, 74(3), pp.221-232.

Khanum, N. (2011). Forced Marriage: Introducing a Social Justice and Human Rights Perspective. *Gender & Development*, 19(3), pp.500-503.

Ouattara, M., Sen, P. and Thomson, M. (1998). Forced marriage, forced sex: The perils of childhood for girls. *Gender & Development*, 6(3), pp.27-33.

Bibliography

- Robinson, T., Callister, M., Magoffin, D. and Moore, J. (2007). The portrayal of older characters in Disney animated films. *Journal of Aging Studies*, 21(3), pp.203-213.
- Rozario, R. (2004). The Princess and the Magic Kingdom: Beyond Nostalgia, the Function of the Disney Princess. *Women's Studies in Communication*, 27(1), pp.34-59.
- Tantleff-Dunn, S., Herbozo, S., Gokee-Larose, J. and Thompson, K. (2004). Beauty and Thinness Messages in Children's Media: A Content Analysis. *Eating Disorders: The Journal of Treatment & Prevention*, 12(1), pp.21-34.
- Whitney, E. (1995). The Witch "She"/The Historian "He": Gender and the Historiography of the European Witch-Hunts. *Journal of Women's History*, 7(3), pp.77-101.
- Wohlwend, K. (2009). Damsels in Discourse: Girls Consuming and Producing Identity Texts Through Disney Princess Play. *Reading Research Quarterly*, 44(1), pp.57-83.

Surveys

- M , H. (2014). *Disney Survey*.

Movies

- Sleeping Beauty*. (1959). [video] USA: Disney.
- Tangled*. (2010). [film] USA: Disney.
- The Little Mermaid*. (1989). [video] USA: Disney.

Books

- Altmann, A. and De Vos, G. (2001). *Tales, then and now*. Englewood, Colo.:

Bibliography

Libraries Unlimited.

Andersen, H. (1963). *The little mermaid, and other fairy tales*. New York: Platt & Munk.

Antrobus, P. (2004). *The global women's movement*. Dhaka: University Press.

Ashford, J., LeCroy, C. and Lortie, K. (2001). *Human behavior in the social environment*. Belmont, CA: Brooks/Cole/Thomson Learning.

Bancroft, J. (1989). *Human sexuality and its problems*. Edinburgh: Churchill Livingstone.

Bearne, E. and Watson, V. (2000). *Where texts and children meet*. London: Routledge.

Bell, E., Haas, L. and Sells, L. (1995). *From mouse to mermaid*. Bloomington: Indiana University Press.

Bettelheim, B. (1976). *The uses of enchantment*. New York: Knopf.

Booker, M. (2010). *Disney, Pixar, and the hidden messages of children's films*. Santa Barbara, Calif.: Praeger.

Burns, W. (2003). *Witch hunts in Europe and America*. Westport, Conn.: Greenwood Press.

Carney, J. (2012). *Fairy tale queens*. New York: Palgrave Macmillan.

Cheu, J. (2013). *Diversity in Disney films*. McFarland.

Beyond the witch trials. Manchester: Manchester University Press.

DuBois, E. (1978). *Feminism and suffrage*. Ithaca: Cornell University Press.

Erwin, E. (2002). *The Freud encyclopedia*. New York: Routledge.

Frankel, V. (2010). *From girl to goddess*. Jefferson, N.C.: McFarland & Co.

Galipeau, S. (1990). *Transforming body and soul*. New York: Paulist Press.

Grimm, J., Grimm, W., Colum, P. and Scharl, J. (1972). *The complete Grimm's fairy*

Bibliography

tales. New York: Pantheon.

Gross, I., Downing, J. and D'Heurle, A. (1982). *Sex role attitudes and cultural change*. Dordrecht, Holland: D. Reidel.

Guroian, V. (1998). *Tending the heart of virtue*. New York: Oxford University Press.

Haase, D. (2004). *Fairy tales and feminism*. Detroit: Wayne State University Press.

Haase, D. (2008). *The Greenwood encyclopedia of folktales and fairy tales*. Westport, Conn.: Greenwood Press.

Home Affairs Committee, (2009). *Domestic Violence, Forced Marriage and 'honour'-Based Violence*. The Stationary Office.

Karmen, A. (2001). *Crime victims*. Belmont, CA: Wadsworth/Thomson Learning.

Lamb, S. (1996). *The trouble with blame*. Cambridge, MA: Harvard University Press.

Levack, B. (2001). *Gender and witchcraft*. New York: Routledge.

Martin, C., Fabes, R. and Fabes, R. (2006). *Discovering child development*. Boston: Pearson/Allyn and Bacon.

McCue, M. (2008). *Domestic violence*. Santa Barbara, Calif.: ABC-CLIO.

Miller, C. (2008). *The influence of gender stereotypes on children's performance*.

Nevid, J. (2003). *Psychology*. Boston, MA: Houghton Mifflin.

Pallant, C. (2011). *Demystifying Disney*. New York: Continuum.

Paludi, M. (1999). *The psychology of sexual victimization*. Westport, Conn.: Greenwood Press.

Pinsky, M. (2004). *The Gospel according to Disney*. Louisville, Ky.: Westminster John Knox Press.

Raphael, J. (n.d.). *Rape is rape*.

Rosaldo, M., Lamphere, L. and Bamberger, J. (1974). *Woman, culture, and society*. Stanford, CA: Stanford University Press.

Bibliography

- Ryan, B. (1992). *Feminism and the women's movement*. New York: Routledge.
- Sale, R. (1978). *Fairy tales and after*. Cambridge, Mass.: Harvard University Press.
- Saunders, J. (2008). *The Evolution of Snow White: A Close Textual Analysis of Three Versions of the Snow White Fairy Tale*. ProQuest.
- Schacker, J. (2003). *National dreams*. Philadelphia: University of Pennsylvania Press.
- Schaef, A. (1981). *Women's reality*. Minneapolis, Minn.: Winston Press.
- Schanoes, V. (n.d.). *Fairy tales, myth, and psychoanalytic theory*.
- Scott, J. (2005). *Electra after Freud*. Ithaca: Cornell University Press.
- Short, S. (2014). *Fairy tale and film*. Basingstoke: Palgrave Macmillan.
- Slipp, S. (1993). *The Freudian mystique*. New York: New York University Press.
- Smith, A. (2014). Letting Down Rapunzel: Feminism's Effects on Fairy Tales. *Children's Literature in Education*.
- Soto, L. (2000). *The politics of early childhood education*. New York: P. Lang.
- Tatar, M. (1987). *The hard facts of the Grimms' fairy tales*. Princeton, N.J.: Princeton University Press.
- Threlfall, M. (1996). *Mapping the women's movement*. London: Verso.
- Whitley, D. (2008). *The idea of nature in Disney animation*. Aldershot, Eng.: Ashgate.

How do Gender Stereotypes in Disney Movies differ from their Original Fairy Tales and are the Characters good Role Models for Children

Extended Project Qualification

[Redacted]

My Extended Project

- I would like to study English Literature at University.
- The essay allowed me to explore three of my interests. Disney movies, representations of gender and Literature.
- I looked at; The Little Mermaid, Sleeping Beauty and Tangled.

What I Learned

- I have learned that although Disney makes the original fairy tales more child friendly, they still retain strong gender stereotypes.
- Disney are beginning to change, as can be seen in Tangled and Brave.
- Literature can influence modern day culture.



Process

The Little Mermaid

Booker, H. (2010). *Steven, Paul, and the hidden messages of children's film*. Santa Barbara, Calif: Praeger.

- Barbara Crill, *Passages*
26. 21. And despite these earlier, less-than-positive ideas is that she is willing to go away (and live eventually with a man) and in order to be with the Ranking officer
 26. 22. "The body wanted to, to warm the bone, thanks largely to the traditional 'scent' of others of physical beauty and a closely aging sense."
 26. 23. "Involvement means, here, she knew, her lack of her own difficult heritage"
 26. 24. The last to go through "a kind of being modification" is get the prize
 26. 25. The little Mergal is a definite threat, that means almost surely to negate the gains made by the woman's movement in the domain pertaining to sex.

Check for updates | <https://doi.org/10.1101/2019.05.20.259000>

1. Ex 118: Several influential female characters are mentioned in *Portrait* story. Write a page from your notes.
 2. Ex 119: A particular kind of vocabulary is used in *Portrait*. Examine each of standard 100 words per comparison with *Portrait* work as well as be able to find suitable also with many of the precise characters or other *Portrait*.
 3. Ex 120: *Portrait* and *Living Ready* show female roles among, economy occupying the work.
 4. *Portrait* was not *not* after a modern life story, but *Portrait* is the next story *Portrait*, which *Portrait* is both more *Portrait*. All of the *Portrait* *Portrait* are *Portrait* *Portrait*.

date: 1/18/03. The politics of early childhood education. New York: P. Long.

- ⁶ Eg 184. At first glance, *appraia* is fully engaged in its attempt against paternal authority indicated by the desire to explore the bottom world and willing to take a risk in following the subject and master of her desires.

Both, M. (2014). "The Live King" by Matt Both. jampart.org. Available at: <http://www.jampart.org/archive/wellnessays/ICASholder/ThinkingArt> [Accessed 18 Nov. 2014].

- * *Vivipula*'s choice to heterospecific pair-bonding and paternity of progeny is often held to

Wells, L., Hagan, L., and Kishi, L. (1993). *East Asian Exclusionism*. Bloomington: Indiana University Press.

- * In 1771, Asia's second largest world empire became the largest of **European** nations.

to the white road again.

- Ex 178: What was the first of your world? she crosses a book that she cannot read
knowing that jumping for excitement.
If you entered the "you" we'd all be in position for it's possible to be
containing heart!
There has been a lot of time and at the end of it played with a plastic symbol to kill
me.
In the original, the moment has been the moment of killing the person, setting him
to sleep. The story was told after we had the first of the world. In the original, the
moment was the moment of the first of the world. In the original, the moment was the
moment of the first of the world. In the original, the moment was the moment of the
first of the world. In the original, the moment was the moment of the first of the world.
In the original, the moment was the moment of the first of the world. In the original, the
moment was the moment of the first of the world. In the original, the moment was the
moment of the first of the world. In the original, the moment was the moment of the
first of the world. In the original, the moment was the moment of the first of the world.

Alkhamis, A. and De Koo, K. (2001). *Index, Man, and Machine*, Englewood, Colo.: Elsevier Unlimited.

- Value added
= £2,000

Knaut, S. (1893), *Feeding the heart of art*. New York: Oxford University Press.

3. Page 73, "44 is typical of Shakespeare," the line occurs before the original story which I give directly reflects our society's obsessions with physical beauty and economic class.

Gale, R. (1978). *Early, middle and late*. Cambridge, Mass.: Harvard University Press.

- * fig. 67. The sea witch tells the mermaid the sailor's soul is a mortal will live but within hellfire, and to a romantic and sensual poem.

- * *Feels sorry*, in Freud's view, leads girls to feel inferior or inadequate in relation to boys.

Process

- This research allowed me to do a more in depth analysis and helped me to explore things I may have otherwise overlooked.
- I did my own primary research in the form of a questionnaire.

Self Reflection

- I organised my research well.
- I need to improve on my time management.
- I need to work harder on my critical analysis.

Questions?