



Even Semester End Term Examination, May / June 2026

Date: 14/05/2026
Time: 09.30 AM - 12.30 PM
Course Code: ENG2013
Course Name: Eco-Film: Nature in Frames
Semester: Sixth Semester
Max. Marks: 100
Weightage: 50%

CO - Levels	CO1	CO2	CO3	CO4	CO5
Marks	18	69	147	186	90

Part A: Answer Following Questions. 30 M

Qn.No	Questions	M	CO	BT
1	How do eco-films represent human-nature relationships?	3	CO1	BT1
2	What theme is explored in <i>The Elephant Whisperers</i> ?	3	CO1	BT1
3	Why is gender equality important for sustainability?	3	CO2	BT1
4	What is bycatch in fishing?	3	CO3	BT1
5	Which real event inspired the film <i>2018: Everyone is a Hero</i> ?	3	CO3	BT1
6	How is SDG14 closely related to <i>Seaspiracy</i> ?	3	CO3	BT1
7	What is mitigation?	3	CO4	BT1
8	What are the three advantages of renewable energy?	3	CO4	BT1
9	What do Truffula trees symbolize?	3	CO4	BT1
10	What is greenwashing?	3	CO4	BT1

Part B: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
11	How does <i>Wall-E</i> (2008) illustrate the consequences of failing all three pillars of sustainable development — environmental, economic, and social sustainability? Explain how the film's portrayal of an abandoned Earth demonstrates what happens when each pillar collapses.	10	CO2	BT2
12	How does David Attenborough: <i>A Life on Our Planet</i> address SDG 2 (Zero Hunger) and SDG 7 (Affordable and Clean Energy) in its	10	CO2	BT2

	solution-focused concluding segment? Explain how the documentary presents regenerative agriculture and renewable energy as achievable responses to ecological crisis.			
--	---	--	--	--

Part C: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
13	Compare <i>Seaspiracy</i> and <i>My Octopus Teacher</i> in their environmental ethics. While one advocates systemic change in consumption, the other emphasizes personal connection with nature. How do these approaches shape ecological responsibility?	10	CO3	BT2
14	Using ideas from Ecocriticism, compare the ethical positions presented in <i>Seaspiracy</i> and <i>My Octopus Teacher</i> . How does the call to “not eat fish” contrast with the principle of non-interference in nature, and what does this reveal about anthropocentric vs ecocentric thinking?	10	CO3	BT2

Part D: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
15	Compare <i>2040</i> and <i>The Lorax</i> in their representation of environmental futures. While one is solution-oriented and optimistic, the other is cautionary. How do these approaches influence audience action?	10	CO4	BT2
16	<i>2040</i> suggests that solutions already exist, whereas <i>John Oliver</i> questions the effectiveness of commonly promoted solutions like carbon offsets. How do these perspectives challenge the audience’s understanding of climate action?	10	CO4	BT2

Part E: Answer Any 1 Following Questions. 10 M

Qn.No	Questions	M	CO	BT
17	<i>The Lorax</i> uses symbolism and fictional narrative, while <i>2040</i> uses data-driven projections. How do these storytelling methods influence credibility and audience response?	10	CO4	BT2
18	Compare regenerative agriculture in <i>2040</i> with industrial production practices implied in <i>The Lorax</i> . How do these models reflect opposing relationships between humans and nature?	10	CO4	BT2

Part F: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
19	How would you use examples from <i>Seaspiracy</i> , <i>2018: Everyone is a Hero</i> , <i>My Octopus Teacher</i> , and <i>Last Week Tonight: Octopuses</i> to show that ecological exploitation is a complex, global issue rather than a single narrative? In your answer, apply your understanding of	15	CO3	BT3

	how each film's style—investigative documentary, dramatic realism, slow cinema, and satire—helps reveal different dimensions of the ecological crisis and its connections to political, economic, and cultural systems.			
20	Using your understanding of cinematic techniques, how would you demonstrate that <i>My Octopus Teacher</i> promotes interspecies empathy? Apply at least two techniques from the film in your explanation.	15	CO3	BT3

Part G: Answer Any 1 Following Questions. 15 M

Qn.No	Questions	M	CO	BT
21	Select one student film screened during Module 5 and use the concepts of anthropocentrism and ecocentrism framework from Module 1 to evaluate how the group positioned nature in their narrative. Demonstrate whether the film challenges or reinforces a human-centred worldview and suggest one specific scene-level change that would shift the film toward a more ecocentric perspective.	15	CO5	BT3
22	Identify the environmental theme addressed in your group's short film and show how it connects to at least one SDG studied in this course. Using specific examples from your filmmaking process — script, visuals, or sound choices — demonstrate how your group translated an ecological concern into a cinematic narrative.	15	CO5	BT3