

# Commentary on candidate evidence

## Candidate 6 – Zombie Storyboard

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

Question	Commentary	Mark
<b>Planning</b>		
1. Audience	<ul style="list-style-type: none"> <li>♦ One mark is awarded for research findings related to age of target audience.</li> <li>♦ One mark is awarded for planning decision related to casting.</li> <li>♦ One mark is awarded for planning for appropriate director.</li> </ul>	3
2. Internal institutional factors	<ul style="list-style-type: none"> <li>♦ One mark is awarded for research findings about location and budget.</li> <li>♦ One mark is awarded for research findings about special effects and CGI.</li> <li>♦ One mark is awarded for planning decision to use practical effects over CGI.</li> </ul>	3
3. External institutional factors	<ul style="list-style-type: none"> <li>♦ One mark is awarded for planning decision to have lots of extras.</li> <li>♦ One mark awarded in relation to health and safety with the detail of the steps required to film a scene like this.</li> <li>♦ One mark is awarded for the planning decision about training the actors for this sequence.</li> <li>♦ One mark is awarded for the research about BBFC certification for a 15 and 12.</li> <li>♦ One mark is awarded for the planning decision about using quick shots to achieve a 12A certificate.</li> <li>♦ A further mark could have been awarded for the final planning decision about using music instead of explosions.</li> </ul>	5
4. Key aspect	<ul style="list-style-type: none"> <li>♦ One mark is awarded for research finding about close up shots.</li> <li>♦ One mark is awarded for research finding about lighting.</li> </ul>	4

Question	Commentary	Mark
	<ul style="list-style-type: none"> <li>♦ One mark is awarded for research finding about costume and representation of zombies.</li> <li>♦ One mark is awarded for planning decision related to costume.</li> </ul>	
5. Key aspect	<ul style="list-style-type: none"> <li>♦ One mark is awarded for research finding about character stereotypes and archetypes.</li> <li>♦ One mark is awarded for planning decision related to the use of a stereotypical soldier but with greater humour.</li> <li>♦ One mark is awarded for planning decision to use scary elements with greater use of humour to fit with casting.</li> <li>♦ One mark is awarded for planning decision related to the representation of the zombies through their appearance and performance.</li> </ul>	4
<b>Total</b>		<b>19/25</b>
<b>Development</b>		
Example 1 (a)	<ul style="list-style-type: none"> <li>♦ Valid description of several codes used such as the POV shot, the use of non-diegetic music, the costume and representation of the girls is linked to audience and the lighting is described. This shows an understanding of how these techniques and codes could create an impact.</li> </ul>	4
Example 1 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the POV shot linked to audience response.</li> <li>♦ One mark is awarded for evaluation of lighting linked to audience response.</li> </ul>	2
Example 2 (a)	<ul style="list-style-type: none"> <li>♦ Insightful description of several codes such as use of low angle shot related insightfully to audience, use of costume, use of diegetic sound and use of lighting insightfully related to narrative.</li> </ul>	5
Example 2 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the female character linked to audience appeal.</li> </ul>	2

Question	Commentary	Mark
	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the lighting linked to audience response.</li> </ul>	
Example 3 (a)	<ul style="list-style-type: none"> <li>♦ A valid description of several codes such as the close up of the news reporter, the use of costume and the insightful use of tone in diegetic dialogue to emphasise the formality and seriousness of the situation.</li> </ul>	5
Example 3 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the close-up shot linked to audience response.</li> <li>♦ One mark is awarded for the evaluation of the representation of the newsreader linked to purpose.</li> </ul>	2
Example 4 (a)	<ul style="list-style-type: none"> <li>♦ A valid description of a number of codes such as extreme close up, the costume and the use of sound.</li> </ul>	4
Example 4 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the extreme close-up linked to audience response.</li> <li>♦ One mark is awarded for the evaluation of their decision to use such a disturbing extreme close-up shot linked to their target audience.</li> </ul>	2
Example 5 (a)	<ul style="list-style-type: none"> <li>♦ A valid description of several codes such as the use of the extreme wide shot, the use of lighting to create hope, the use of non-diegetic music.</li> </ul>	4
Example 5 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of mise-en-scène linked to audience response.</li> <li>♦ One mark is awarded for the evaluation of the choice of music linked to personal performance and audience response.</li> </ul>	2
<b>Total</b>		<b>32/35</b>

Please Note: The short film produced as part of this assignment with filename 'The Other Student'.mp4 is on SQA's secure website and can be accessed through your SQA Coordinator.

### Candidate 7 – Film Trailer: 'The Other Student'

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

Question	Commentary	Mark
<b>Planning</b>		
1. Audience	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the finding about seeing the villain in the trailer.</li> <li>♦ One mark is awarded for the research finding relating to psychological horrors.</li> <li>♦ One mark is awarded for the specific plan to create suspense.</li> <li>♦ One mark is given for the finding relating to the setting of the school.</li> <li>♦ One mark is given for the detailed reasons linked to the plan to use this setting.</li> <li>♦ The total of five marks has already been reached but there could then be additional marks in the response as follows: One mark for the research finding about a normal villain and one mark for the plan of how the villain will be shown. One mark for the plan to change the pitch of the music linked to narrative structure.</li> </ul>	5
2. Internal institutional factors	<ul style="list-style-type: none"> <li>♦ There is a general sense that this candidate has researched the constraints related to this project. This accumulates across a series of specific planning decisions to gain one mark for general research. The planning decisions are given marks as follows: One mark for equipment decisions; one mark for plans relating to the shot list; one mark for the storyboards and one mark for locations.</li> <li>♦ There could be an additional one mark for the plan to use more point of view shots but the maximum total of five marks has already been reached.</li> </ul>	5
3. External institutional factors	<ul style="list-style-type: none"> <li>♦ One mark is given for the plan to keep actors safe.</li> <li>♦ One mark is given for the research finding relating to seeking permission to use copyright music.</li> <li>♦ One mark is given for the plan to use royalty-free music.</li> </ul>	5

Question	Commentary	Mark
	<ul style="list-style-type: none"> <li>◆ There is one mark for the finding relating to the BBFC guidelines and one mark for the plan to continue with original ideas that will keep the trailer at a 12.</li> <li>◆ There could be an additional one mark for the research finding about advertising law, but the maximum marks have already been awarded.</li> </ul>	
4. Key aspect	<ul style="list-style-type: none"> <li>◆ This response contains more than five marks. For each of the five paragraphs in the response there is one mark for a specific research finding and one mark for a specific plan.</li> </ul>	5
5. Key aspect	<ul style="list-style-type: none"> <li>◆ This response contains more than five marks. For each of the five paragraphs in the response there is one mark for a specific research finding and one mark for a specific plan.</li> </ul>	5
<b>Total</b>		<b>25/25</b>
<b>Development</b>		
Example 1 (a)	<ul style="list-style-type: none"> <li>◆ This response demonstrates a valid understanding of narrative structure. There is a straightforward description of how the narrative stages of equilibrium and disruption have been constructed.</li> </ul>	3
Example 1 (b)	<ul style="list-style-type: none"> <li>◆ One mark is awarded for evaluation of the narrative structure linked to a strategy for improvement.</li> <li>◆ One mark is awarded for the evaluation of narrative structure linked to audience response.</li> </ul>	2
Example 2 (a)	<ul style="list-style-type: none"> <li>◆ There is an insightful discussion of how the disruption has been constructed with specific discussion of techniques employed including lighting and canted angle being used to suggest disorientation. There is also valid understanding of how music is used to create tension, which is then linked to audience.</li> </ul>	5

Question	Commentary	Mark
Example 2 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for evaluation of the disruption stage of the narrative linked to audience responses.</li> <li>♦ One mark is awarded for a development of this point linked to the audience research conducted in planning.</li> </ul>	2
Example 3 (a)	<ul style="list-style-type: none"> <li>♦ The final shot of the trailer is discussed in detail. There is valid understanding of how camera and editing have been used to create meaning and impact. There is a discussion of how the use of a zoom out builds tension, and how specific transitions such as the jump-cut and the fade-to-black have been used.</li> </ul>	4
Example 3 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the final shot linked to target audience.</li> <li>♦ One mark is awarded for a development of this point linked to the audience response.</li> </ul>	2
Example 4 (a)	<ul style="list-style-type: none"> <li>♦ Insight is shown in the discussion of how one decision has led to further decisions. The candidate discusses the decision to use music rather than diegetic sound, and expands this into an insightful discussion of the resulting need to reveal meaning through visuals rather than sound. This is further expanded on in the discussion of a specific example of how visuals were used to create meaning in a scene in the disruption. There is also understanding of the benefit of removing dialogue in relation to the institutional need to use amateur actors.</li> </ul>	5
Example 4 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of sound linked to audience responses and production process.</li> <li>♦ One mark is awarded for the evaluation of sound linked to a potential strategy for improvement.</li> </ul>	2
Example 5 (a)	<ul style="list-style-type: none"> <li>♦ There is valid explanation of how representations have been constructed. The representation of the school setting and the villain are discussed in detail, with</li> </ul>	4

Question	Commentary	Mark
	references to the connotations of mise-en-scene and camera. There are some links made between these representations and the narrative structure.	
Example 5 (b)	<ul style="list-style-type: none"><li>♦ One mark is awarded for the evaluation of lighting linked to a strategy for improvement and audience responses.</li><li>♦ One mark is awarded for the development of the evaluation of lighting with further development of the strategy for improvement.</li></ul>	2
<b>Total</b>		<b>31/35</b>

## Candidate 8 – Vapes Print

The evidence for this candidate has achieved the following marks for each section of this course assessment component.

Question	Commentary	Mark
<b>Planning</b>		
1. Audience	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the planning decision to include information justified by the research finding.</li> <li>♦ One mark is awarded for the planning decision to include an image of a leaf.</li> <li>♦ One mark is awarded for the planning decision to include the image of the vaporisers.</li> </ul>	3
2. Internal institutional factors	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the planning decision to use Word instead of Serif draw.</li> <li>♦ One mark is awarded for the planning decision to remove the logos from the products.</li> <li>♦ One mark is awarded for the combined research and planning into downloading fonts.</li> </ul>	3
3. External institutional factors	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the research finding about advertising law.</li> <li>♦ One mark is awarded for the research finding about advertising restrictions from CAP.</li> <li>♦ One mark is awarded for the planning decision not to include nicotine in the advert.</li> </ul>	3
4. Key aspect	<p><b>Categories</b></p> <ul style="list-style-type: none"> <li>♦ One mark is awarded for the planning decision to include the price and the trendy character.</li> <li>♦ One mark is awarded for the research finding about use of colour and a further mark is awarded for the planning decision based on this finding.</li> <li>♦ One mark is awarded for the planning decision to use bold font.</li> <li>♦ One mark is awarded for the combined research and planning about slogan.</li> </ul>	5



Question	Commentary	Mark
5. Key aspect	<b>Representation</b> <ul style="list-style-type: none"> <li>♦ One mark is awarded for the research finding about character representation.</li> <li>♦ One mark is awarded for the planning decision to include female and male characters.</li> <li>♦ One mark is awarded for the research finding about setting.</li> <li>♦ One mark is awarded for the decision to include the male and female in a fancy car.</li> </ul>	4
<b>Total</b>		<b>18/25</b>
<b>Development</b>		
Example 1 (a)	<ul style="list-style-type: none"> <li>♦ There is a basic description of the use of colour but the connotations intended are unclear.</li> </ul>	2
Example 1 (b)	<ul style="list-style-type: none"> <li>♦ No marks are awarded because the comment is descriptive rather than evaluative.</li> </ul>	0
Example 2 (a)	<ul style="list-style-type: none"> <li>♦ There is a very basic description of the tone.</li> </ul>	1
Example 2 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of tone linked to audience responses.</li> </ul>	1
Example 3 (a)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for a very basic description of the font.</li> </ul>	1
Example 3 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of font linked to target audience.</li> </ul>	1
Example 4(a)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for a basic description of the representation of character.</li> </ul>	1
Example 4 (b)	<ul style="list-style-type: none"> <li>♦ One mark is awarded for the evaluation of the image linked to production process.</li> </ul>	1
Example 5	<ul style="list-style-type: none"> <li>♦ The candidate has not provided a fifth example.</li> </ul>	0
<b>Total</b>		<b>8/35</b>