

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each section of the assignment.

Candidate 1

Section 1: Planning

(a) Creative intentions in response to brief

The candidate was awarded **5 marks**.

Paragraph 1 is awarded **1 mark** for the plans relating to the form and plot of the film, with the specific plan to use a close-up of the die, justified in relation to its importance to the plot. Paragraph 2 is awarded **1 mark** for the plan to use on-screen text, justified in relation to achieving the purpose of engaging the audience. Paragraph 3 is awarded **1 mark** for the plan to use teenage actors and school costumes, justified through the target audience of teens and young adults. Paragraph 4 is awarded **1 mark** for the well-justified plans to use conventions of teen and fantasy genres. Paragraph 5 is awarded **1 mark** for the plan to use the location of the school entrance, justified through the way this will establish setting and plot.

(b) Content research

The candidate was awarded **5 marks**.

Paragraph 1 is awarded **1 mark** for the plan to use a close-up of the die, justified through the research into similar shots in Blue Beetle. Paragraph 2 is awarded **1 mark** for the plan to use a low angle shot to establish setting, justified through research into establishing shots in Blue Beetle. Paragraph 3 is awarded **1 mark** for the plan to use bright natural light to create an uplifting tone, justified through research into the use of lighting in Blue Beetle. Paragraph 4 is awarded **1 mark** for the plan to use an extreme close-up of the character's face to convey the character's feelings, justified through research into the use of similar shots in Blue Beetle. Paragraph 5 is awarded **1 mark** for the plan to use props such as school bags and stationery to convey a specific character trait, justified through research into the use of mise-en-scene in Blue Beetle.

(c) Production role(s) and/or institutional context research

The candidate was awarded **3 marks**.

Paragraph 1 is awarded **1 mark** for the plan to get permission for filming in classrooms, justified through an understanding of the role of locations manager. Paragraph 2 is not awarded a mark as there is no specific plan relating to the role of prop master. Paragraph 3 is awarded **1 mark** for the plan to use different

transitions for different locations, justified through an understanding of the role of editor. Paragraph 4 is awarded **1 mark** for the plan to use a tripod for specific shots, justified through an understanding of the role of camera operator. Paragraph 5 is not awarded a mark as there is no plan based on the research into BBFC ratings.

(d) Audience research

The candidate was awarded **5 marks**.

Paragraph 1 is awarded **1 mark** for the plan to use on-screen text rather than a voiceover, justified through audience responses to the survey. Paragraph 2 is awarded **1 mark** for the plan to use a purple die and purple font for the title, justified through audience responses to the survey. Paragraph 3 is awarded **1 mark** for the plan to use camera movement to signify the magical die, justified through audience responses to the survey. Paragraph 4 is awarded **1 mark** for the plan to use the title at the end of the trailer, justified through audience responses to the survey. Paragraph 5 is awarded **1 mark** for the plan to use orchestrated music without lyrics, justified through audience responses to the survey.

Section 2: Development

(a) Evaluation of the production process and production roles within the institutional context

The candidate was awarded **6 marks**.

Paragraph 1 is a developed point of evaluation about issues with location, weather and continuity and the candidate's decision not to reshoot scenes once the weather had changed. Paragraph 2 discusses issues with editing and the use of the candidate's own iPad to film with and there is an evaluative comment on the use of a swivel chair as an improvised tripod. Paragraph 3 discusses the role of location manager and there is an evaluative comment on the way they carried out this role to ensure there were no continuity errors. Paragraph 4 discusses the role of camera operator and there is an evaluative comment at the end of the paragraph. As there are some evaluative comments which relate to production roles and institutional contexts, the candidate is awarded the upper mark in the 6-5 band.

(b) Evaluation of finished content

The candidate was awarded **16 marks**.

The first part (0.00-0.32) is a developed point of evaluation on the way the opening of the film establishes the setting and character. The second part (0.33-1.14) discusses camera work and editing transitions with a couple of evaluative statements. The third part (1.15-1.36) discusses how the editing, camera work, and the on-screen text would impact the audience, with evaluative comments in this section. The fourth part (1.37-2.01) is a developed point of evaluation of the scene where the character gets full marks in their test. The fifth part (2.02-end) is a developed point of evaluation which discusses the end of the film and the

effectiveness of the title card. As there are three developed points and some evaluative comments and the combination of the written work and the film conveys a consistent understanding of how to use codes and techniques, the upper mark in the 16-15 band is awarded.

Candidate 2

Section 1: Planning

(a) Creative intentions

The candidate was awarded **4 marks**.

Paragraph 1 is awarded **1 mark** for the plan to film the character's trip to the beach, justified by the influence of Wes Anderson. Paragraph 2 is awarded **1 mark** for the plan to use a balanced composition for the shot of the small boy, justified through the visual style of Wes Anderson. Paragraph 3 is awarded **1 mark** for the plan to target an audience of teenagers and young adults, justified through the pleasure they will take in viewing the child's innocence. Paragraph 4 is awarded **1 mark** for the plan to make a short film, justified through the simplicity of the storyline and the effect it will have on the audience. Paragraph 5 is not awarded a mark as there is no new plan.

(b) Content research

The candidate was awarded **5 marks**.

Paragraph 1 is awarded **1 mark** for the plan to use the balanced shot of the empty seat, justified through the research into Fantastic Mr Fox. Paragraph 2 is awarded **1 mark** for the plan to use happy music, justified through the research into the use of music in Fantastic Mr Fox. Paragraph 3 is awarded **1 mark** for the plan to use a shot of the character with a blank expression, justified by the research into a similar shot in Fantastic Mr Fox. Paragraph 4 is awarded **1 mark** for the plan to use a handheld camera, justified by the research into camerawork in Fantastic Mr Fox. Paragraph 5 is awarded **1 mark** for the plan to use a shot of the ice cream before the boy picks it up, justified by research into similar camerawork in Fantastic Mr Fox.

(c) Production role(s) and/or institutional context research

The candidate was awarded **3 marks**.

Paragraph 1 is awarded **1 mark** for the plan to only film on buses, justified through research into the institutional factor of the Young Scot bus card scheme. Paragraph 2 is awarded **1 mark** for the plan to use copyright-free music from Epidemic Sound, justified through research into the institutional factor of copyright law. Paragraph 3 is awarded **1 mark** for the plan to achieve a balanced composition by using the centre aisle of the bus, justified through an understanding of the production role of cinematographer. Paragraph 4 is not awarded a mark as there is no clear plan for the role of editor. Paragraph 5 is not awarded a mark as there is no clear plan relating to the research into BBFC certification.

(d) Audience research

The candidate was awarded **4 marks**.

Paragraph 1 is not awarded a mark as there is no clear new plan justified through the audience research. Paragraph 2 is awarded **1 mark** for the plan not to use classical music justified through the audience research. Paragraph 3 is awarded **1 mark** for the plan to use muted colours, justified through the audience research. Paragraph 4 is awarded **1 mark** for the plan to place the film title at the beginning, justified through the audience research. Paragraph 5 is awarded **1 mark** for the plan to end the film with the sun setting, justified through the audience research.

Section 2: Development

(a) Evaluation of the production process and production roles within the institutional context

The candidate was awarded **8 marks**.

The first paragraph contains a developed point of evaluation about how the candidate fulfilled the role of camera woman. The second paragraph contains a developed point of evaluation about how well they carried out the role of editor. The third paragraph contains evaluative comment about the role of costume designer, but this does not amount to a developed point of evaluation. The fourth paragraph contains a developed point of evaluation about how well they carried out the role of location scout. As there are three developed points of evaluation and some evaluative comments, the upper mark of the 8-7 band is awarded.

(b) Evaluation of finished content

The candidate was awarded **16 marks**.

There are two developed points of evaluation in this response. Paragraph 1 contains a developed point of evaluation about shots at the beach. Paragraph 2 contains evaluative comments on three separate areas: the colours, character movement and music. The third paragraph contains evaluative comment on framing and creating visually pleasing shots. The fourth paragraph contains a developed point of evaluation on a range of codes at the beach, beginning at 01:10. The final paragraph contains evaluative comment on some of the codes used in the ending section of the film. Overall, as there are two developed points of evaluation and some evaluative comments, the upper mark in the 16-15 band is awarded.

Candidate 3

Section 2: Development

(a) Evaluation of the production process and production roles within the institutional context

The candidate was awarded **10 marks**.

There are four developed points of evaluation. The first paragraph is a developed point of evaluation discussing the issues encountered when carrying out the role of location scout, and the outcome of location decisions made while filming. The second paragraph is a developed point evaluating the roles of cinematographer and set dresser, with detailed discussion of the impact of the £0 budget and the use of the window to provide natural lighting and to create shadow. The third paragraph is a developed point of evaluation discussing the challenges around carrying out the role of director and how effectively the candidate dealt with these challenges. The fourth paragraph is a developed point of evaluation discussing the opportunities offered by using CapCut to edit rather than iMovie, with a detailed discussion of how well the various tasks relating to the role of editor were carried out. As there are four developed points of evaluation demonstrating detailed understanding of the production process and the institutional context, the upper mark in the 10-9 box is awarded.

(b) Evaluation of finished content

The candidate was awarded **20 marks**.

There are five developed points of evaluation. The first paragraph is a developed point evaluating the opening section of the trailer. The candidate discusses the use of sound, colour grading, and the impact of lighting in this sequence, evaluating how effective each technique was in creating meaning. The second paragraph evaluates the use of saturated colours, along with the setting of Prague and the use of silence, then music. The candidate's evaluation of how effectively these techniques were used in the trailer is threaded throughout the paragraph. The third paragraph is a developed point evaluating the use of editing to allow the voice-over (with details on the backstory) to play over a shot of a tram, followed by a text card to effectively hook the audience. The fourth paragraph is a developed point of evaluation discussing the use of shadow, sunlight and music to establish meaning, with a recognition of the issue where some dialogue is lost in the volume of the music and consideration of how this could have been done more effectively. The final paragraph is a developed point of evaluation of the final part of the trailer, discussing how the use of the word 'disappear' in the voice-over works effectively with the visuals, and finishing off with discussion of how the music and title are used at the end of the trailer to build audience anticipation and achieve the purpose. As there are five developed points of evaluation, and the combination of the evaluation and the finished content conveys a highly technical and insightful understanding of how to use and combine a range of codes and techniques to achieve creative intentions, the upper mark in the 20-19 band is awarded.

Candidate 4

Section 2: Development

(b) Evaluation of finished content

The candidate was awarded **12 marks**.

The candidate makes an evaluative comment at the end of the first paragraph, about the effectiveness of the use of sound in the opening section of their film. The rest of the response contains a range of evaluative statements in relation to time stamped areas of their film. They demonstrate a consistent understanding of how to use and combine a range of codes to achieve their creative intentions. As there is one evaluative comment and several evaluative statements, this in combination with their finished film means the upper mark in the 12-11 band is awarded.

Candidate 5

Section 2: Development

(b) Evaluation of finished content

The candidate was awarded **9 marks**.

The combination of written response and the film conveys a consistent understanding of how to use a range of codes and techniques to create meaning. The candidate shows some awareness of codes such as camera shots, use of filters, and music, with some brief discussion of the meaning intended. While there is one brief evaluative statement about the use of the song in paragraph 1, this is not enough to lift it towards the band above, so the middle mark in the 10-8 band is awarded.