

# Questions 1a and 1b

## Commentary on candidate evidence

### Candidate 1

#### Question 1a: Institutions

The candidate was awarded **8 marks**.

The institutional factor of budget is decoded in detail, referencing a range of ways it has impacted the film: the use of cheaper methods for special effects, the change in location of the film and the inability to cast extras. Each area of the budget is exemplified with developed references to the film, and there are comments on the references to the SFX in the sunken place helping us to get inside Chris's mind, as well as how the change in location helped to develop themes of racism. The discussion of casting is not framed in terms of institutional factors so is not credited. The institutional factor of BBFC rating is also decoded in some detail with references to the film.

#### Question 1b: Institutions + Categories and/or Language and/or Narrative

The candidate was awarded **7 marks**.

The candidate decodes tone and genre in some detail, and camera and soundtrack in lesser detail. There is comment on the relationship between genre and the institutional factor of BBFC age rating. There are developed references to the party scene and the violent sequences towards the end of the film. The comment comes in the section on genre to show awareness of how the age rating has allowed for more jump scares which in turn engages the audience of horror fans.

### Candidate 2

#### Question 1a: Institutions

The candidate was awarded **6 marks**.

The institutional factor of budget is decoded in lesser detail linked to the choice of songs in the soundtrack. The institutional factor of access to the Copacabana club is decoded in lesser detail, as is the unwillingness of American Airlines to be associated with crime on screen. Each factor is linked to the content and there are some relevant references to the content.

### **Question 1b: Institutions + Categories and/or Language and/or Narrative**

The candidate was awarded **6 marks**.

Language is decoded in some detail through references to lighting, colour, sound and camerawork and a link is made to the institutional factors affecting the Copacabana club location and the choice of soundtrack music. Narrative is decoded in lesser detail with a link to the effect of institutional factors on location.

## **Candidate 3**

### **Question 1a: Institutions**

The candidate was awarded **9 marks**.

The institutional factors of Christopher Nolan as auteur and the use of IMAX cameras are decoded in detail with some insightful comments relating these to the budget. Nolan's style and decision to film in-camera rather than use CGI is discussed with developed reference to the chase sequence, with an insightful comment relating this to the budget permitting large-scale stunts due to CGI becoming dated. The discussion of fans of DC Comics is not credited as an institutional factor.

### **Question 1b: Institutions + Categories and/or Language and/or Narrative**

The candidate was awarded **6 marks**.

Propp's character functions of villain and hero are decoded in some detail with developed references to the text relating to Batman and the Joker. The action genre is decoded in lesser detail. There is a link to the institutional factor of IMAX in the discussion of genre. The reference to Christopher Nolan as an auteur in this part of the response is not credited as it relates to his role as director rather than auteur.

## **Candidate 4**

### **Question 1a: Institutions**

The candidate was awarded **6 marks**.

The institutional factors of budget and health and safety are decoded in lesser detail. The candidate discusses the effects of budget in relation to the quality of the effects in the exorcism scene. Health and safety is discussed in relation to the same scene and also to the scene where Mrs Perron falls down the stairs. There is a link made between both factors and the importance of realism in both scenes.

### **Question 1b: Institutions + Categories and/or Language and/or Narrative**

The candidate was awarded **8 marks**.

Two narrative concepts are decoded in some detail. The candidate discusses the resolution and new normality phases of the Todorovian structure with developed references to the text and there is comment on the effectiveness of the special effects and the justification for the health and safety risks in the resolution. There is also comment on the new normality phase and the open ending as a way of allowing for sequels and therefore more profit. The discussion of the importance of the villain is linked to budget and shows a good understanding of the concept but lacks developed references to the text.

# Questions 2a and 2b

## Commentary on candidate evidence

### Candidate 1

#### Question 2a: Representations

The candidate was awarded **10 marks**.

Two representations are decoded in detail – Eve as a non-stereotypical detective and Villanelle as a non-stereotypical contract killer. There are developed references to the text for both representations. There is insightful comment on how the duality of Eve’s representation makes her a more realistic and likeable character, and on how Villanelle’s complexity makes her a more interesting character.

#### Question 2b: Representations + Society and/or Audience

The candidate was awarded **8 marks**.

The society factors of gender roles and feminism are decoded in some detail. There are developed references to the text, and insightful comments on how society factors have affected the representations of Eve and Villanelle. There is comment on how the representation of Eve is intended to challenge society ideas about gender roles, and on the way that Villanelle’s challenge to the man who touches her reflects the society factor of the #MeToo movement.

### Candidate 2

#### Question 2a: Representations

The candidate was awarded **8 marks**.

Representations are decoded in detail: white, middle class people are represented negatively as inherently racist; the police, although black, are also represented as institutionally racist; and the contrasting representations of Rod v Logan/Andre are also discussed. There are developed references to the film that exemplify these representations with comments made throughout. There are no insightful comments.

#### Question 2b: Representations + Society and/or Audience

The candidate was awarded **10 marks**.

The candidate decodes two society factors in detail: the role that the police play in society, and the idea that racism still exists in society, albeit hidden behind liberal values. These society factors are discussed in relation to the representations of the police in the film and the Armitage family and their guests.

This analysis can be seen to be insightful. An example of this would be in the discussion relating to the subtle form of racism in American society and how this is 'based in micro aggression'. Comments are both developed and are exemplified through a range of references to the text.

### **Candidate 3**

#### **Question 2a: Representations**

The candidate was awarded **6 marks**.

The representation of Karen is decoded in some detail as challenging the stereotype of the naïve obedient woman, with references to the construction of this representation through the way she confronts Henry; the way she becomes the provider for the family, and the way she gradually becomes subservient again.

#### **Question 2b: Representations + Society and/or Audience**

The candidate was awarded **5 marks**.

The society factor of Italian-American culture is decoded in lesser detail and is linked to the representation of Karen as affected by traditional gender roles. The target audience is decoded in lesser detail and a link is made to the representation of gangsters. The reference to race and Samuel Jackson's character is lacking in detail and is not credited.

### **Candidate 4**

#### **Question 2a: Representations**

The candidate was awarded **8 marks**.

The representation of Jackie as a stereotypical working class male is decoded in detail. This is analysed in relation to specific evidence from the film regarding the scenes around the miners' strikes and Billy's ballet dancing. The representation of Billy as an anti-stereotypical working class boy is also decoded in detail with references to his lack of homophobia and his caring side, whilst also referencing some scenes where he does fulfil working class stereotypes of aggressive masculine behaviour. There is no insight in the response.

#### **Question 2b: Representations + Society and/or Audience**

The candidate was awarded **6 marks**.

The society factor of the miners' strike is decoded in detail with discussion of the historical events of the period and a link is made between this and the representation of Jackie discussed in 2a. The factor of working class attitudes to gender is decoded in some detail with a link to the representation of Billy.

# Question 3

## Commentary on candidate evidence

### Candidate 1

#### Question 3: Film posters

The candidate was awarded **10 marks**.

There are more than five developed points of analysis comparing several different elements on both posters. These include: the use of the black border; the use of dark colours with red to connote blood and danger; the differing representations of the characters in terms of body language; the costumes of the characters; and the use of reviews and taglines to appeal to target audiences in both posters. The candidate makes developed comment on the differences between the use of character in both posters, with the Truth or Dare poster being seen to 'break the stereotype' that women need help, and on the construction of enigmas, with Ghost Stories being more successful in doing so.

### Candidate 2

#### Question 3: Film posters

The candidate was awarded **8 marks**.

There are more than five developed points of analysis: on colour in both posters; on the use of the border in both posters; on the use of narrative in both posters; on the use of trees in the mise-en-scene in both posters, and on the use of reviews. Most of the points feature links between the posters, but the section on narrative comments on the different ways each poster uses narrative, and so the response is awarded 8 marks.

### Candidate 3

#### Question 3: Film posters

The candidate was awarded **6 marks**.

There are a number of developed points of analysis on each poster, including points relating the use of characters and how they are positioned in the posters, target audience and the use of taglines and reviews as well as genre markers. The candidate only makes links between the texts so the response cannot achieve more than 6 marks.

## Candidate 4

### Question 3: Film posters

The candidate was awarded **4 marks**.

There is explanation of how anchorage shows both posters are for British films. The use of colour in both posters is analysed in lesser detail, as is the use of the slogans in both posters. The final page explains the use of setting in both posters. A link is made between the posters in the section on the slogans, in which the candidate briefly discusses how the two slogans suggest a difference in the genres of the two films.