Commentary on candidate evidence

Assessors awarded the candidate evidence the following marks for each response to questions within question paper 1 — analysis of media content.

Candidate 1: The Last of Us

Question 1(a): institutions

The candidate was awarded **8 marks**.

In paragraph 1, the institutional factor of budget is **decoded in some detail.**

There are **relevant references** to the make-up and prosthetics used to create the appearance of the clickers and the use of a specialist team to create the QZ setting. There are **developed comments** on how HBO's budget created the hyper-realistic appearance of the clickers that resembled those in the game, allowing the show to gain profit.

In paragraph 2, the institutional factor of BBFC classification is **decoded in detail.**

There are **developed references** to how sound, mise-en-scene and camera shots are used in different scenes to avoid sustained focus on violence and gore in order to meet the guidelines for the BBFC 15 rating. There is a **developed comment** on how this age rating opens the show up to a wider audience demographic, which will increase the show's profit.

As budget is decoded in **some detail,** with **relevant references** and **developed comments,** and the BBFC classification is decoded in **detail** with **developed references** and a **developed comment,** the upper mark in the 8-7 band is awarded.

Question 1(b): language and institutions

The candidate was awarded **6 marks**.

In paragraph 1, language is **decoded in lesser detail.**

There is a discussion of how camera shots are used to immerse the audience and to make it feel more realistic to the game with **relevant references** to different scenes such as the car turning off the road and the plane crash. There are **comments** on how the budget was used to pay for the technology which helped to create these immersive shots.

In paragraph 2, language is **decoded in some detail**.

There is a discussion of the way camera, lighting and sound are used to convey the horror genre throughout episode 1 of The Last of Us. There are **developed references** to different scenes such as the bleeding man in the shadows, the old lady feasting on her daughter-in-law, and Joel killing her. There are **comments** on how language is manipulated to avoid dwelling on gore, so that it can still be classified under the BBFC 15 rating.

As language codes are **decoded in some detail** with **developed references** in paragraph 2, and there are **comments** on the relationship between the use of language and institutional factors**,** the upper mark in the 6-5 band is awarded.

Candidate 2: Get Out

Question 1(a): institutions

The candidate was awarded **4 marks**.

In paragraph 1 there is an **identification** of the film's low budget and the impact this had on location.

Across paragraphs 2 and 3 the institutional factor of the BBFC guidelines is **explained** with **relevant references** showing how the filmmakers reduced the visible gore in key scenes in order to meet the guidelines for the BBFC rating of 15.

As institutional factors are **explained** across the response, with **relevant references**, the upper mark of 4 in the 4-3 band is awarded.

Question 1(b): language and institutions

The candidate was awarded **4 marks**.

Across paragraphs 1 and 2 there is an **explanation** of how cinematography and the composition of shots were used to meet the guidelines for the BBFC rating of 15.

In paragraph 3 there is an **explanation** of categories, discussing the purpose and genre of the film.

As language codes and categories are **explained**, with **relevant references** and a **link** between language and institutions, the upper mark of 4 in the 4-3 band is awarded.

Candidate 3: Promising Young Woman

Question 1(a): institutions

The candidate was awarded **7 marks**.

In paragraph 1 the institutional factor of budget **is decoded in some detail**.

There are **references** to the clever use of camera in several scenes disguising the cost-cutting measures used due to the low budget. There is a **comment** at the end of the paragraph about how this creative camera work helps to emphasise the tone in an inexpensive way.

In paragraph 2 the institutional factor of BBFC certification **is decoded in some detail**.

The decoding of institutions here only just rises above lesser detail. There is **reference** to the scene where Cassie watches the tape with a **comment** at the end of the paragraph about how the film portrays the psychological impact of rape without graphically depicting it, in line with the BBFC guidelines.

As two institutional factors are **decoded in some detail** (with one factor only just rising above lesser detail) and there are **comments** on the relationship between the factors and the text, the lower mark in the 8-7 band is awarded.

Question 1(b): representations and institutions

The candidate was awarded **8 marks**.

In paragraph 1 the representation of Al Monroe **is decoded in some detail**.

There are **developed references** to the text with **comment** at the end of the paragraph about how this representation of Al as a realistic antagonist has been impacted by the budget.

In paragraph 2 the representation of Cassie **is decoded in some detail**.

There are **developed references** to the text with **comment** at the end of the paragraph on the way the BBFC guidelines have shaped the representation of Cassie as an unconventional vigilante.

As **two representations are decoded in some detail,** with **developed references** and **comments** on the relationship between the representations and institutional factors, the upper mark in the 8-7 band is awarded.

Candidate 4: The Last of Us

Question 2(a): narrative

The candidate was awarded **6 marks**.

In paragraph 1 the disruption stage of Todorov's narrative structure is **decoded in some detail**.

There are **developed references** to the outbreak sequence in The Last of Us (TLOU) as Sarah is woken up in the night by flashing lights and fighter jets, goes next door, is disturbed by the behaviour of the dog, and then discovers a pool of blood and her neighbour nana eating her family. There are **links** throughout to the narrative stage in terms of how the events in the sequence create fear and worry for Sarah, making it clear that this is a major disruption.

In paragraph 2 the narrative convention of the cold open is **decoded in lesser detail.**

There are **relevant references** to the cold open talk show scene in episode 1 of TLOU in which the two scientists on a TV talk show discuss how humanity would ‘lose’ if cordyceps were to evolve to attack humans. There are brief **links** to the function of the cold open in creating suspense and making the audience want to continue watching.

As one narrative concept is **decoded in some detail**, and one in **lesser detail**, with **relevant references** and **links** between the references and the narrative concepts, the upper mark in the 6-5 band is awarded.

Question 2(b): audience and narrative

The candidate was awarded **7 marks**.

The positive response of the audience segment of teenagers to the equilibrium stage of Todorov’s narrative theory in TLOU is **decoded in some detail**.

There are **developed** references to how the actions and appearance of Sarah throughout the equilibrium stage of episode 1 convey a sense of normality and so would appeal to a teenage audience. For instance, it is mentioned that the way Sarah

cooks breakfast is normal for a teenager, as she listens to the radio while wearing a band T-shirt, and there is discussion of how her typical day at school and her visit to the Adlers' house maintain this sense of normality and so appeal to this audience. There is a **comment** on how the teenage audience may relate to Sarah in this narrative stage and will want to continue watching to see how she responds to events.

The audience response of post-apocalyptic fans is **decoded in some detail**.

There are **developed references** to how the appearance of the Boston QZ, the brutality of the inhabitants, and Joel's coldness when disposing of the child's body would meet the expectations of post-apocalyptic fans. There is a **link** between this audience's response and the narrative stage of new equilibrium.

As two audience responses are **decoded in some detail**, with **developed references** but only **one comment** on how the narrative has created these responses, the lower mark in the 8-7 band is awarded.

Candidate 5: The Last of Us

Question 2(a): narrative

The candidate was awarded **10 marks**.

In paragraph 1 the disruption stage of Todorov's narrative structure **is decoded in detail.**

There is **developed comment** at the end of the paragraph on how the disruption in this episode is not something bad but instead is a positive disruption in the life of Bill.

In paragraph 2 the recognition stage of Todorov's narrative structure **is decoded in detail**.

There is a **comment** at the end of the paragraph on how the recognition of this disruption is a happy one for Bill and Frank. Throughout the response there are **developed references**.

As narrative is **decoded in detail** using two relevant concepts with **developed references**, and there is **developed comment** on the relationship between the narrative theory and these references, the upper mark in the 10-9 band is awarded.

Question 2(b): society and narrative

The candidate was awarded **6 marks**.

In paragraph 1 the societal factor of Covid-19 **is decoded in some detail**.

There is a **link** to narrative, specifically linking to the cold opens in episodes 1 and 2.

In paragraph 2 the societal factor of same-sex marriage in America **is decoded in some detail**. There are **links** to narrative, specifically the disruption stage when Bill meets Frank and how this is a positive disruption in their lives.

As two societal factors are **decoded in some detail**, with **relevant references** and **links** between the references and the narrative concepts, the upper mark in the 6-5 band is awarded.

Candidate 6: Promising Young Woman

Question 2(a): narrative

The candidate was awarded **4 marks**.

Paragraph 1 provides a brief **explanation** of how the character of Cassie fulfils the function of Propp's hero.

Paragraph 2 provides a brief **explanation** of how the character of Al Monroe and men in the film fulfil the function of Propp's villain.

Paragraph 3 provides a brief **explanation** of how the character of Ryan fulfils the function of Propp's false hero.

Paragraph 4 provides a brief **explanation** of how the character of Nina fulfils the function of Propp's princess.

Paragraph 5 provides an **explanation** of how the character of Maddison fulfils the function of Propp's donor.

Each paragraph makes relevant references to the film and makes brief **links** between them and the narrative concepts.

As a range of Propp's narrative functions are **explained** across the response, with **relevant references**, the upper mark of 4 in the 4-3 band is awarded.

Question 2(b): audience and narrative

The candidate was awarded **4 marks**.

Paragraph 1 provides a brief **explanation** of attracting a feminist audience with a **link** to narrative, specifically Cassie's function as Propp's hero.

Paragraphs 2 and 3 provide a brief **explanation** of attracting an audience of sexual abuse survivors with **links** to narrative in terms of Propp's functions of the villain and the princess.

Paragraph 4 provides a brief **explanation** of attracting a feminist audience with a **link** to narrative, specifically Ryan's function as Propp's false hero.

Paragraph 5 provides a brief **explanation** of attracting university students with a **link** to narrative, specifically Propp's donor function.

As there is an **explanation** of audience reactions across the response, with **relevant references** and with **links** to narrative, the upper mark of 4 in the 4-3 band is awarded.

Candidate 7

Question 3

The candidate was awarded **8 marks**.

Paragraph 1 is a **developed point of analysis** on how the representations of the characters in poster 1 help to suggest a spy genre and attract an audience to watch the film.

Paragraph 2 is a **developed point of analysis** on how the target symbol is used to hint at the film's narrative and intrigue audiences.

Paragraph 3 is a **developed point of analysis** on how the appearances of the characters in poster 2 help to suggest the romance genre and attract audiences to watch the film.

Paragraph 4 is a **point of analysis in lesser detail** on how the appearance of the characters in poster 2 suggests that the film is set in the past.

Paragraph 5 is a **developed point of analysis** on the representation of women in both posters, with **developed comment** on how these representations would attract audiences to both films.

As there are four **developed points of analysis**, and **developed comment** comparing the posters, the upper mark in the 8-7 band is awarded.

Candidate 8

Question 3

The candidate was awarded **7 marks**.

Paragraph 1 up to the phrase ‘perpetrators will get shot’ is a **developed point of analysis** on how language is used in poster 1 to suggest the crime genre and attract fans of this genre.

The second half of this paragraph contains a **developed point of analysis** on how the characters’ facial expressions and body language in poster 2 suggest the romance genre and attract fans of this genre. There is a brief **comment** at the end of this paragraph commenting on how poster 1 does a better job in conveying the genre.

Paragraph 2 is **a point of analysis in some detail** on how language in poster 1 also suggests the sci-fi genre and attract fans of this genre.

Paragraph 3 is a **point of analysis in lesser detail** on how the strong representation of the woman in poster 1 challenges stereotypes and attracts a feminist audience.

Paragraph 4 is **a point of analysis in lesser detail** on how language is used in poster 2 to suggest the historical fiction genre and attract fans of this genre.

Paragraph 5 is **a point of analysis in some detail** on the positive representation of women through the main character’s body language and costume, and how this will attract a feminist audience. There is a **link** made at the start of this paragraph.

Paragraph 6 contains an **explanation** of tone in poster 2.

As there are two **developed points of analysis** and two **points of analysis in some detail**, with one **comment** comparing the posters, the lower mark in the 8-7 band is awarded.

Candidate 9

Question 3

The candidate was awarded **4 marks.**

Paragraph 1 is a **point of analysis in lesser detail** on the representation of women across both posters 1 and 2 with a **link** at the end of the paragraph referencing the similarity of both films being female centred.

The rest of the response contains **explanation** about various elements on the posters, and some brief **links** between them as follows.

Paragraph 2 **explains** the use of colour in both posters.

Paragraph 3 has a very brief **explanation** of representation in poster 1 and an **identification** of representation in poster 2.

Paragraph 4 briefly **explains** audience targeting in both posters.

As there is **one point of analysis in lesser detai**l, and several paragraphs of **explanation** with some **links**, the upper mark in the 4-3 band is awarded.

Candidate 10

Question 3

The candidate was awarded **4 marks**.

Paragraph 1 **explains** briefly how the Hanna poster challenges the stereotype of women as passive.

Paragraph 2 makes a very brief **link** between the posters in the first sentence and goes on to **explain** how the Little Women poster conforms to female stereotypes.

Paragraph 3 briefly **explains** how the action genre is shown in the Hanna poster.

Paragraph 4 makes a very brief **link** between the posters in the first sentence and goes on to **explain** how the Little Women poster indicates the genre of romance.

Paragraph 5 is a **point of analysis in lesser detail** about how the representation of the main character in the Little Women poster could appeal to a female audience.

Paragraph 6 makes a brief **link** between the posters in the first sentence and goes on to **explain** how the representation of the main character in the Little Women poster would also appeal to female audiences.

As there is **one point of analysis in lesser detail**, and several paragraphs of **explanation**, the upper mark in the 4-3 band is awarded.