

# Commentary on candidate evidence

## Candidate 1

Please Note: The short film produced as part of this assignment with filename 2021-22-h-media-assignment-webinar-candidate-1-evidence-9-feb-2022.mp4 is on SQA's secure website and can be accessed through your SQA Coordinator

The evidence for this candidate has achieved a total of **34** marks for this course assessment component. The marks were assigned as follows:

### Section 1: Planning

#### a. Creative intentions in response to the brief

The candidate was awarded **5 marks**.

The first paragraph is awarded **1 mark** for the justified plan to use the horror convention of the monster by keeping its identity mysterious in order to fulfil audience expectations of the horror genre.

The second paragraph contains a clear plan about using a chase scene at the beginning of the film, justified by the way this will break with audience expectations, so is awarded **1 mark**.

The third paragraph is awarded **1 mark** for the plan to switch between two perspectives, with clear justification.

The next paragraph is awarded **1 mark** for the plan to use three characters, with one surviving, justified with reference to the 'final girl' horror convention.

The next paragraph is awarded **1 mark** for the plan to film in the woods at night, justified through the horror convention of the 'scary place' and the effect of beginning with the disruption phase.

#### b. Content research

The candidate was awarded **4 marks**.

The second paragraph is awarded **1 mark** for the clear research finding about the way the *Blair Witch Project* creates suspense through keeping the monster off-screen, with the plan to only show the monster's face at the end of the candidate's film. (**NB** This is a development of the plan to keep the monster's identity hidden which the candidate was credited for in the Creative Intentions in response to the Brief, and so this plan can also be credited.)

The next paragraph is awarded **1 mark** for the clear research finding about lighting used to indicate the contrast between a place of safety and a place of

danger and the plan to use a similar effect when the main character first encounters the monster.

The next paragraph is awarded **1 mark** for the clear research finding about the way Pennywise singles out victims and the plan to create a similar connection between the monster and the main character in order to increase the sense of danger.

The final paragraph is awarded **1 mark** for the clear research finding about the use of darkness in *It Chapter 2* justifying the plan to use darkness to add to the ominous atmosphere when filming in the woods.

**NB** the first paragraph was not awarded a mark because although there is a clear research finding, the plan to film in the woods at night is not developed in any way from the plan to film in that location that was already credited in the candidate's first section *Creative intentions in response to the brief*.

### **c. Production role(s) / Institutional context research**

The candidate was awarded **5 marks**.

The first paragraph is awarded **2 marks**: 1 for the research into copyright law that is used to justify the candidate's plan for creating their own music. The second mark is awarded for the development of this plan relating to how the music will be used in a specific shot.

**1 mark** is awarded for the plan to create a piece of piano music in a minor key, with clear justification looking at the role of sound designer/composer.

**1 mark** is awarded for the simplistic plans about directing and editing that are discussed in paragraphs 3 and 4.

**1 mark** is awarded for the research into the role of location scout and the plan to use the specific location of Cornbank woods.

**NB** the final paragraph contains no clear plan and so could not be credited, but the candidate has already been awarded the maximum 5 marks for this section.

### **d. Audience research**

The candidate was awarded **3 marks**.

**1 mark** is awarded for the plan to use distorted music to highlight the villain's character, justified by clear audience research.

The next paragraph is awarded **1 mark** for the plan to use first person perspective, which is justified by clear audience research. (**NB** While this plan is similar to the plan to use two different perspectives which was credited in the *Creative intentions in response to the brief*, this plan is further developed through the idea of the character scanning the landscape, and so can be credited.)

The final paragraph is awarded **1 mark** for the plan to have two characters, with the villain surviving rather than the hero, justified through clear audience research.

**NB** the first and third paragraphs are not credited because their plans are repetitive and do not sufficiently develop the plans for the villain and the setting which have already been credited earlier in the assignment.

## **Section 2: Development**

### **a. Evaluation of process**

The candidate was awarded **6 marks**.

There is an evaluative comment on the software the candidate used to edit their film.

There are evaluative comments on the effectiveness with which the candidate responded to the public health restrictions put in place by the government.

There are evaluative comments about how well the candidate carried out their role as composer.

There is an evaluative comment on how the candidate dealt with problems in their role as camera operator.

There is an evaluative statement in the final paragraph about how well the candidate's reworking of their film idea allowed them to capture the character's feelings.

There is a range of evaluative comments but no developed points of evaluation.

Because of the range and consistency of evaluative comments, and the clear focus throughout on relevant production roles and institutional contexts, the script is awarded the higher mark in the 5-6 band.

### **b. Evaluation of content**

The candidate was awarded **11 marks**.

The first paragraph explains the effect of framing and colour early in the film.

The second paragraph continues the explanation of the effects of framing and colour, and there is a brief evaluative statement about how these convey emotion.

The third paragraph explains the effect of further camera shots and use of colour. The fourth paragraph explains the effect of repetition in the film, and there is a brief evaluative statement about how this makes the film more relatable to the audience.

The final paragraph explains the effect of the wide shot with slow zoom that is used at the end of the film, with a brief evaluative statement.

The combination of the written response and the finished content conveys a consistent technical understanding of how to combine a range of codes to achieve creative intentions, however there are only a few brief evaluative statements, so the script was awarded the lower mark in the 11-12 band.

## Candidate 2

Please Note: The short film produced as part of this assignment with filename is 2021-22-h-media-assignment-webinar-candidate-2-evidence-9-feb-2022.mov is on SQA's secure website and can be accessed through your SQA Coordinator

The evidence for this candidate has achieved a total of **48** marks for this course assessment component. The marks were assigned as follows:

### Section 1: Planning

#### a. Creative intentions in response to the brief

The candidate was awarded **5 marks**.

**1 mark** is awarded for the specific plan to appeal to the target audience of teenage girls by including the relationship between two teenage sisters.

**1 mark** is awarded for the plan to achieve the purpose of the trailer by including the running girl to intrigue the audience.

**1 mark** is awarded for the detailed plan around switching from non-diegetic music to diegetic sound/dialogue.

**1 mark** is awarded for the specific plans around the location of the woods, with the justification of creating tension.

**1 mark** is awarded for the specific plans relating to the use of music with drums to get the audience's blood pumping.

#### b. Content research

The candidate was awarded **5 marks**.

**1 mark** is awarded for the clear research finding about how flashlights are used in the 'Alone' trailer which then inspires the plan to use a flashlight which will blind the audience.

**1 mark** is awarded for the detailed research finding about the font used in 'The Walking Dead' to establish the apocalyptic genre followed by a simple plan to use a similar font for the film title.

**1 mark** is awarded for the research finding about survival films with characters looking dirty leading to more detailed plans for the character's tuggy hair and worn-out appearance.

**1 mark** is awarded for the research finding about the use of weapons in 'The Walking Dead' justifying the plan to borrow a plastic gun and include a scene where the character is getting ready to fight.

**1 mark** is awarded for the research finding about an antagonist having a group of supporters, putting the main character at a disadvantage, and relating this to a specific plan to include a scene where the main character has to confront a group of enemies on her own.

### **c. Production role(s) / Institutional context research**

The candidate was awarded **5 marks**.

**1 mark** is awarded for the detailed planning around how to create the correct 'dirty and unkept' look for the character through research on YouTube, buying products from the pound shop and practising in advance.

**1 mark** is awarded for the research into music copyright with the finding that it allows use of the specific song required in an educational context.

**1 mark** is awarded for detailed research findings about the legal restrictions for using children as actors, with related plans to accommodate the legal requirements.

**1 mark** is awarded for the research findings relating to the government's Covid-19 restrictions in force at the time, and related plans to ensure the restrictions are adhered to.

**1 mark** is awarded for the research findings relating to the BBFC regulations for a PG certificate, followed by the justified plan to negotiate a higher certificate to allow for a specific scene in the film.

### **d. Audience research**

The candidate was awarded **5 marks**.

**1 mark** is awarded for the plan to use an alternative location such as an abandoned building alongside the central location of the woods, justified by clear audience research.

**1 mark** is awarded for the detailed plans to reduce the amount of gore in the appearance of the zombies when compared to 'The Walking Dead' in response to audience research suggesting the series is too gory.

**1 mark** is awarded for the specific plans to clearly establish the relatable emotions of fear and sadness in the main character to make audiences sympathise with her.

**1 mark** is awarded for the plan to appeal to a wider audience by including specific scenes based on research that suggested some members of the audience preferred intense scenes whilst others preferred scenes about the character's emotions.

**1 mark** is awarded for the plan to set most of the film at night in response to the preference expressed by all participants in the audience research.

## Section 2: Development

### a. Evaluation of process

The candidate was awarded **10 marks**.

There are four developed points of evaluation.

There is a developed point of evaluation around the impact that the new Covid restrictions had on the planned filming schedule, with discussion of actions taken to solve the issue and an evaluation of the impact of this on the finished film.

There is a developed point of evaluation relating to the role of location scout and the issues around the discovery that the planned location was no longer available, what action was taken to resolve this, and the reflection on the ultimate improvement this led to in the finished film.

There is a developed point of evaluation about the impact of Covid on the availability of actors, and the need of the candidate to step in as an actor, despite a lack of talent. This is exemplified and the outcome of these changes is evaluated.

There is a developed point of evaluation relating to the need for the filmmaker to also step into the role of make-up artist with a detailed description of the actions taken in order to carry out this role, and an evaluation of the impact on this finished film.

Because of the range and consistency of these developed points of evaluation, and the clear focus throughout on relevant production roles and institutional contexts, the script is awarded the higher mark in the 9-10 band.

### b. Evaluation of content

The candidate was awarded **18 marks**.

The first four paragraphs are developed points of evaluation.

The first paragraph explains the use of cross-cutting to add intensity and reflects on specific reasons why it didn't turn out as hoped. The evaluation comes through in the reflection on potential improvements along with a discussion of which parts are still effective.

The second paragraph evaluates the use of camera at this point in the film, discussing in detail the shots used and why, and evaluating their effectiveness alongside a consideration of ways this could have been improved.

The third paragraph discusses the next section of the film, this time focusing on camera alongside the acting in the shots. There is evaluation throughout the paragraph which touches on the technical understanding of the issue around the quality of footage shot on different devices, as well as suggestions for how the



cinematography could have been improved, but finishing with detailed evaluation of what does work in the sequence and why.

The fourth paragraph explains the effect of the lighting in the shot and how it helps to add meaning. There is evaluation throughout the paragraph considering possible ways the shot could have been improved, along with an evaluation of why the candidate is pleased with the overall effect.

The final paragraph explains the use of camera and setting in terms of the impact on audience. There is evaluative comment when discussing how this could be done differently but overall the paragraph is an explanation of how meaning was created and lacks the developed evaluation seen in the other paragraphs.

There are four developed points of evaluation, and the combination of evaluation and finished content conveys a consistent technical understanding of how to use and combine a range of codes and/or techniques to achieve creative intentions, so the script was awarded the higher mark in the 17-18 band.