

Candidate 1 – short film

The evidence for this candidate has achieved a total of **46 marks out of 50**. 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 plan to create a film based on the song with specific ideas about how to use music and themes. The second paragraph contains clear plans about how to achieve the purpose of entertaining the audience. Paragraph 3 is awarded 1 mark for the plans to target people aged 13-24, with clear justification. The next paragraph is awarded 1 mark for the plans to create a wistful/hopeful tone to the text, and the final paragraph of this section is awarded

1 mark for the well-justified plans to use various locations, and to avoid filming members of the public.

b. Content Research

The candidate was awarded **4 marks**.

No marks are awarded for the first paragraph as the plan is too vague. 1 mark is awarded for the clear research finding in paragraph 2 about framing shots to keep characters anonymous, and the subsequent decision to frame shots of the protagonist to obscure them. Paragraph 3 is awarded 1 mark for the research finding about over-the-shoulder shots, and the plan to use these in their own text, with further justification about how this will bring us into the character's internal monologue. 2 marks are awarded for the final two paragraphs. The initial mark comes from the research into the use of music to create tone, and the plan to record an instrumental guitar track. This plan is further developed in the final paragraph with the plan to delay the use of voiceover to allow a period of time with just music.

c. Production Role(s) and/or Institutional Context Research

The candidate was awarded **5 marks**.

Each paragraph in this section is credited with 1 mark as the candidate makes specific plans, justified in relation to institutional research and/or production roles. Paragraph 1 discusses UK copyright law and the plans to record their own music as a result, as well as narrating over the top of the music. Paragraph 2 researches photography permissions and makes clear plans to obscure identities by filming from above and speeding up footage.

Paragraph 3 researches rules about filming in train stations with subsequent plans to comply with these. Paragraph 4 researches the production role of casting director and makes a clear plan to cast people based on their skills. Paragraph 5 contains research into the price of a train ticket and the alteration of the plan to film on the station platform in order to avoid this expense and remain within budget.

d. Audience Research

The candidate was awarded **5 marks**.

Each paragraph in this section is credited with 1 mark as the candidate makes specific plans, justified in relation to the audience survey. Paragraph 1 discusses plans about the introduction to the film; paragraph 2 makes plans about setting the film and shooting in the evening; paragraph 3 makes new plans about the use of time-lapse; paragraph 4 makes plans about the use of framing; and the final paragraph makes plans relating to costume.

Section 2: Development

a. Evaluation of process

The candidate was awarded **9 marks**.

There are four developed points of evaluation in relation to: the difficulties faced when trying to transfer and edit footage; the issues arising from recording the guitar track; the problems faced when filming on the bus journey; and the difficulties of filming the time-lapse sequence. These points are specific and detailed with a focus on the process of fulfilling production roles within the institutional setting. As there are four developed points of evaluation, but not all are equally developed, this response is awarded the lower mark in the 10-9 band.

b. Evaluation of content

The candidate was awarded **18 marks**.

There are four developed points of evaluation in this response. The first is in relation to editing character movement in paragraph 1, evaluating the impact of several examples. Another developed point comes in the next paragraph, in relation to shot composition. There is another developed point of evaluation in the next paragraph, where the candidate discusses various oversights they think they have made in relation to matching action and voiceover, as well as discussing important shots for character development. The fourth developed point comes from the final paragraph in this section, where the candidate evaluates how well they have achieved the anonymity of the character they had been planning.

The penultimate paragraph in this section does include discussion of codes and their meaning and, does evaluate but these are only evaluative comments rather

than a developed point of evaluation. As there are four developed points of evaluation and a consistent technical understanding of how to use a range of codes and techniques, the candidate is awarded the upper mark in the 18-17 band.

Candidate 2 – print (Section 1 only)

The evidence for this candidate has achieved a total of **13 marks out of 20** for this Section of the course assessment component. The marks were assigned as follows:

Section 1: Planning

a. Creative Intentions in Response to the Brief

The candidate was awarded **2 marks**.

The first paragraph is not credited as there is no plan relevant to the creation of a print product (the plans mentioned are for the film that the poster will be advertising not the poster itself). 1 mark is awarded for the paragraph on purpose which contains a plan to reveal more detail about the release date on each poster, justified through the purpose of increasing audience anticipation and promoting the film. 1 mark is awarded for the plan to represent the female character as strong through using tied back hair and non-stereotypical clothing, justified through the appeal to audience. The paragraphs on genre and form are not credited as they do not contain specific plans.

b. Content Research

The candidate was awarded **5 marks**.

1 mark is awarded for the plan to show 'a piece of the villain', justified through the research into the 'It' poster. 1 mark is awarded for the plan to design the lettering for the title on the poster, justified through the research into the font on the 'It' poster. 1 mark is awarded for the plan to use contrasting colours and objects on the poster, justified through the research into the contrasting colours on the 'Get Out' poster. 1 mark is awarded for the plan to include a large overpowering figure, justified through the research into the composition of the 'Exorcist' poster. 1 mark is awarded for the plan to use an abstract image to foreshadow themes from the film, justified through the detailed research into the image of the protagonist's head on the 'Get Out' poster.

c. Production Role(s) and/or Institutional Context Research

The candidate was awarded **2 marks**.

NB – the candidate has included separate sections on production roles and on institutional research. These have been marked together.

In the section on production roles, the paragraph on Editor is not credited for two reasons: firstly, the plan is not detailed enough, and secondly, the candidate is not planning to be the one who will carry out this role. 1 mark is awarded for the plan to take on the roles of Artistic Designer and Graphic Designer, justified through the candidate's own experience and skills in these areas. The plan for

Costume Designer is also not credited because the candidate is not planning to carry out the role themselves.

In the institutional research section, 1 mark is awarded for the plan to use Microsoft programmes to create the poster, justified through implicit research into the capacity of Word to use features such as 'remove background' and Paint to create the font. The plans for Budget, Copyright and Advertising Standards are not credited as there is no research and there are no specific plans.

d. Audience Research

The candidate was awarded **4 marks**.

1 mark is awarded for the plan to use a close-up of the protagonist's anguished expression, justified through the research into the audience's preference for psychological horror. 1 mark is awarded for the plans to show part of the rat's tail and to use black backgrounds with red/pink colours justified through the research into the audience's preferences for shadowy villains and red and black colours. This mark comes from a combination of research questions 2 and 5. 1 mark is awarded for the plan to use a long shot of campers in the forest, justified through the research into the audience's preference for horror settings. 1 mark is awarded for the plan to feature the villain's rabid expression justified through the research into the audience's preference for a ruthless psychopathic villain.

Candidate 3 - animation (Section 2 only)

The evidence for this candidate has achieved a total of **22 marks out of 30** for this section of the course assessment component. The marks were assigned as follows:

Section 2: Development

a. Evaluation of process

The candidate was awarded **6 marks**.

There are a number of evaluative comments in the first, third and fourth paragraphs of this section, though none are developed. These relate to using animation to avoid difficulties that would have arisen around Covid regulations if making a live-action text; using animation to avoid issues with budget; and successfully following Ofcom guidelines. There is also an evaluative statement in the second paragraph relating to following BBFC guidelines successfully. As there are evaluative comments on a range of institutional factors the candidate was awarded the upper mark in the 6-5 band.

b. Evaluation of content

The candidate was awarded **16 marks**.

There are three developed points of evaluation in this response. The first is in the first paragraph in relation to the opening of the film (0.00-0.09). The paragraph evaluates a range of codes and their impact. Another developed point comes in paragraph three (1:09-1:19), with evaluation of the range of codes used to represent Alya's father as an antagonist and to create a dark atmosphere. There is a third developed point of evaluation in the last paragraph (1:32-1:46), which covers a range of codes relating to the final scene of the film. There are evaluative comments throughout this section of the response, and 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, so the upper mark in the band is awarded.