

# Commentary on candidate evidence

## Candidate 1

### Section 1: Planning

#### 1. The Brief

The candidate was awarded **5 marks**.

NB – there are more than the available 5 marks in this response.

One mark is allocated for each of the developed points of justification for plans relating to: Target Audience, Purpose, Genre, Form and Equipment. It should be noted that there were two marks available relating to Equipment but the candidate had already achieved the maximum of five available marks.

#### 2. Audience Research

The candidate was awarded **5 marks**.

One mark is allocated for each of the developed points of justification relating to plans arising from audience research. The marks are awarded for the plans for: fast paced editing, the use of the teaser form of trailer as opposed to the theatrical form, the use of music, the representation of the villain and the use of genre markers such as fighting and running.

#### 3. Content Research

The candidate was awarded **5 marks**.

NB – there are more than the available 5 marks in this response.

One mark is allocated for each of the developed points of justification arising from content research. The marks are awarded for plans relating to: the use of on screen reviews, sound bridges, the use of editing to sync music and movement, the use of logos and the use of montage. Paragraph one could have been credited for an additional developed point relating to the editing of the reviews in time with the music but five marks were achieved without this. This point is instead credited later in the Creative Intentions section.

#### 4. Institutional Context Research

The candidate was awarded **5 marks**.

One mark is allocated for each of the developed points of justification relating to the institutional context as follows: one mark for the discussion of use of editing software in paragraphs one and two in relation to precision editing and creating specific on-screen text; one mark for the decision to use a specific song and related copyright issues, with a further mark allocated in relation to further research and decisions relating to copyright, both in paragraph three. One mark is allocated for the developed point of justification in relation to BBFC research, and a final mark is allocated to the points referring to the use of lighting.

## 5. Creative Intentions

The candidate was awarded **5 marks**.

NB – there are more than the available 5 marks in this response.

The first paragraph is a repetition of previous points already credited in the response, so no marks are awarded. The second paragraph is also repetitive but has not gained credit earlier in the response so gains credit here – one mark. A second mark is awarded in relation to the creative intention to use a cliff hanger in paragraph three. This is further developed in the same paragraph in relation to audience reaction, gaining a further mark. One mark is awarded in relation to more specific plans in relation to the use of logo. A final two marks are available for the fully developed ideas in relation to the use of specific shots and voice over, but the response has already gained four marks so only one more mark is awarded.

## Section 2: Development

### a. Institutional Context Evaluation

The candidate was awarded **9 marks**.

There are four well developed points of evaluation in relation to music, time, equipment and the fourth coming from the combination of the discussion of lighting in paragraphs two and four. These comments were specific and detailed with a focus on the process of creating the text within a specific institutional setting. The institutional constraints are at times implicit rather than explicitly dealt with which prevents this response from achieving full marks.

### b. Content Evaluation

The candidate was awarded **15 marks**.

There are five highly detailed and developed points of evaluation in this response. The combination of the trailer and this detailed evaluation demonstrates a highly insightful and theoretical understanding of how to use and combine a range of codes and techniques to achieve creative intentions. This is an excellent response to the final task.

## Candidate 2

### Section 1: Planning

#### 1. The Brief

The candidate was awarded **4 marks**.

One mark is awarded for each of the plans with developed justification for the following: the plan to use the print medium in paragraph one; the decision about forms of posters in paragraph two; the decision about appealing to the target audience in paragraph four and the plan to use horror genre conventions in the final paragraph of this section. The discussion in paragraph three of the purpose of these posters is not credited as there is no specific planning decision being made.

#### 2. Audience Research

The candidate was awarded **4 marks**.

One mark is awarded for the planning decision to use not only red, black and white but also dark blue and purple colours, justified with reference to the audience survey. One mark is awarded for the findings relating to the use of setting and character in paragraphs two and four, with the developed planning decision of positioning the character to face away from the camera and to use carvings or drawings on the desks. One mark is awarded for the planning decision to not to use names on the poster, justified by research. One mark is awarded for the specific planning decision about the slogan, supported with reference to the audience survey.

#### 3. Content Research

The candidate was awarded **5 marks**.

One mark is awarded for each of the planning decisions with justification for the following: the plan to use carvings on the image or text, with detailed justification from the Sinister poster; the decision to use a vignette effect, also justified with reference to the Sinister poster; the plan to use chiaroscuro and silhouettes with detailed justification from the Poltergeist poster; the plans to use sans-serif font and camera shot to show setting, with justification from The Grudge poster; and the plan to use camera shots and mise-en-scène with detailed justification from the poster for Carrie.

#### 4. Institutional Context Research

The candidate was awarded **4 marks**.

One mark is awarded for the plan and justification in relation to budget and equipment in paragraph one. The second paragraph about deadlines and time is not awarded a mark as there is no evidence of research or any specific planning decision being made. One mark is awarded for the discussion of lighting facilities

and the plan to overcome this constraint. One mark is awarded for the research into copyright laws and the planning decision to overcome this constraint. One mark is awarded for the discussion of health and safety factors and the plan for overcoming this constraint.

## **5. Creative Intentions**

The candidate was awarded **4 marks**.

The first paragraph regarding colour is not credited as it repeats points made earlier in the response. The second paragraph has some repetition but develops ideas further such as the use of school uniform and the sloppy writing, and gains one mark. One mark is awarded for the development of ideas in paragraph three, about the creepy drawings and specific camera shot to portray the character. One mark is awarded for the development of ideas about the use of slogans across the posters and the representation of the character in paragraph four. One mark is awarded for the plan, with justification, to use the Sundance Film Festival logo on the posters.

## **Section 2: Development**

### **a. Institutional Context Evaluation**

The candidate was awarded **7 marks**.

There are three developed points of evaluation with detailed examples from the content and the process to support these. The response looks at budget at technology in paragraph one, and the opportunity afforded by the school setting in paragraph four. Both of these are developed points of evaluation and give specific and detailed examples. Paragraphs two and three use evaluative language well but examples are less detailed than in paragraphs one and four. Together these paragraphs constitute a third developed point of evaluation.

### **b. Content Evaluation**

The candidate was awarded **14 marks**.

There are five developed points of evaluation with specific and detailed examples from the finished content to support these. Each paragraph is a developed point of evaluation about a different element of the content produced, with insightful discussion of how codes have been used to achieve creative intentions. This response sits comfortably in the top band but it is not highly insightful throughout.

## Candidate 3

### Section 1: Planning

#### 1. The Brief

The candidate was awarded **5 marks**.

One mark is awarded for each of the developed points of justification relating to: Target Audience, Purpose, Genre, Form and the issues around filming in Poland.

#### 2. Audience Research

The candidate was awarded **5 marks**.

One mark is awarded for each of the developed points of justification relating to: peer pressure relating to drugs and alcohol; the need for a straightforward motivation for the characters behaviour; the use of music; plot points relating to family life; and the setting for a teenage party. Each point is justified by detailed audience research.

#### 3. Content Research

The candidate was awarded **4 marks**.

One mark is awarded for the developed justifications relating to building tension and the use of a romantic turning point in relation to "The Best of Me". One mark is given for the developed justification of using music to establish tone relating to research findings from "Lion", and a further mark is given for the further development of this in relation to the research on "Brave Town" in the fourth paragraph. A final mark is awarded for the developed justification of the plan to use loss in paragraph three, justified by findings from "Collateral Beauty".

#### 4. Institutional Context Research

The candidate was awarded **4 marks**.

One mark is awarded for each of the developed points of justification relating to: filming on location without a film crew; filming in a cemetery; transportation of equipment and legal restrictions around filming underage drinking.

#### 5. Creative Intentions

The candidate was awarded **5 marks**.

NB – there are more than the available 5 marks in this response.

One mark is awarded for the developed justifications relating to creative intentions regarding the montage. Two marks are awarded to the creative intentions relating to music for the developed justifications for song choice, and the developed justification of how the editing will match the lyrics. The three

remaining paragraphs are awarded a mark each for the developed justifications of the plans to show the neglectful background; the house party and the lonely, grieving teenager.

## **Section 2: Development**

### **a. Institutional Context Evaluation**

The candidate was awarded **8 marks**.

Across the first three paragraphs there is an accumulation of evaluation which builds to a single developed point, backed up with lots of detailed examples. There are two further developed points of evaluation in the fourth and fifth paragraphs with strong exemplification throughout the response.

### **b. Content Evaluation**

The candidate was awarded **11 marks**.

There are four developed points of evaluation which discuss in detail specific examples from the trailer, evaluating how effectively creative intentions were achieved. The points cover the use of montage, the use of music and setting to construct an impression of loneliness, and there are two separate points made in the paragraph on the Green Day song: the discussion of the lyrics and their impact; and then the discussion of the use of music to create tone which is continued in the final paragraph with the focus on using music rather than dialogue. The third paragraph refers to footage which isn't included in the submitted film, so this paragraph must be discounted. However, this doesn't impact on the mark as the response is consistent in the level of evaluation which demonstrates a consistent rather than highly insightful understanding.

## Candidate 4

### Section 1: Planning

#### 1. The Brief

The candidate was awarded **5 marks**.

NB – there are more than the available 5 marks in this response.

This response makes five developed points of justification to provide a rationale for planning decisions as follows: achieving the purpose of persuading the audience to see the film; achieving the purpose of frightening the audience in order to persuade; appealing to the target audience with Scottish landmarks; plans to appealing to both male and female audiences; and using thriller genre conventions.

The justification regarding mise-en-scène at the end of the fourth paragraph is also worthy of credit but is credited later in the response as the maximum of five marks have been achieved without this.

#### 2. Audience Research

The candidate was awarded **5 marks**.

This response makes five developed points of justification based on audience research and using it to provide a rationale for planning decisions in relation to: voiceover, genre conventions and music. The plans to use specific codes to allow audiences to engage with characters in the penultimate paragraph is awarded two marks: one for the further development of the plan relating to voiceovers, and a second for the plan relating to mise-en-scène which wasn't credited in the response to 1. The Brief.

#### 3. Content Research

The candidate was awarded **5 marks**.

NB – this response contains more than the maximum 5 marks available.

This response makes five developed points of justification based on content research to provide a rationale for planning decisions as follows: plans to use music and editing with justification from Taken; plans regarding lighting and filters with justification from Gone Girl; two marks for the plans relating to sound and camera justified in relation to Silence of the Lambs; and a further two marks are available for the plans and justification relating to the Zodiac trailer.

#### 4. Institutional Context Research

The candidate was awarded **5 marks**.

This response makes five developed points of justification, based on Institutional research, to provide a rationale for planning decisions as follows: decision to reduce violence, justified by BBFC research; decision to reduce imitable/dangerous behaviour, justified by BBFC research; developed plan regarding filming in public places, justified with research into permissions; and two marks for the final paragraph about budget and the developed plans to overcome this constraint.

## 5. Creative Intentions

The candidate was awarded **5 marks**.

There is some repetition of ideas in this section but the ideas are then developed further. Five marks are awarded as follows: developed plan regarding camera shots to anchor the thriller genre; developed plan regarding the effects on the voiceover; developed plan to use fast-paced editing and music to further engage audience and anchor genre; two marks for the developed plans to reduce graphic violence by making it more psychological and showing the stalker watching the main character to convey threat.

## Section 2: Development

### a. Institutional Context Evaluation

The candidate was awarded **6 marks**.

There are no developed points of evaluation in this response – each paragraph includes discussion of institutional factors, and demonstrates understanding of institutional processes, but the evaluation never moves beyond straightforward evaluative comments about what worked well and what could be done differently in future.

### b. Content Evaluation

The candidate was awarded **8 marks**.

There are three developed points of evaluation in this section: on editing, sound and camera. All paragraphs include discussion of how meaning has been created with detailed examples from the finished content, demonstrating a consistent understanding of how to use codes to achieve creative intentions, but only the three paragraphs indicated included developed evaluation.

## **Candidate 5 - NB - only Section 2 is exemplified.**

### **Section 2: Development**

#### **a. Institutional Context Evaluation**

The candidate was awarded **10 marks**.

There is a range of fully developed points of evaluation in relation to budget, resources and roles and responsibilities. Specifically there is a developed point discussing the construction of the representation of Snow White; and a further developed point evaluating the impact of budget on the representation of the huntsmen and the stepmother; a developed point regarding resources with an evaluation of lighting and use of camera; and a developed point regarding roles and responsibilities which evaluates editing, sound effects and a further discussion of lighting. The discussion throughout is specific and detailed with a focus on the institutional context and its impact on the process of creating the text. This is a very strong response.

#### **b. Content Evaluation**

The candidate was awarded **11 marks**.

There are four developed points of evaluation in the response which consistently demonstrate a technical and theoretical understanding of how to use and combine a range of codes and techniques to achieve creative intentions. More than four examples from the finished content have been discussed, demonstrating a good understanding of how to use cultural and technical codes to create meaning. There are evaluative comments about tone, ideologies and narrative, but these are not developed. The response improves as it continues and there are developed points of evaluation discussing: the representations of the henchmen and Snow White; the representation of the evil stepmother; the use of the forest setting and the issues around a daytime shoot; and the successful use of text to inform and dialogue to create a chilling sensation for the audience.