

# Candidate A Commentary

## Section 1: Planning

### a. Creative Intentions in Response to the Brief

The candidate was awarded **5 marks**.

1 mark was awarded for each of the developed points of justification for plans relating to: stimulus, form, purpose, target audience and genre. Each paragraph includes clear planning decisions which are justified in relation to the intended effect.

### b. Content Research 1 (at least one key aspect)

The candidate was awarded **5 marks**.

The candidate discusses research and plans relating to categories and narrative. 2 marks were awarded for the detailed research relating to the Save the Children advert and the developed planning decisions about how to achieve purpose. 1 mark was awarded for the research into the Brighton Housing Trust advert and the subsequent plan to use costume to achieve the purpose. 1 mark was awarded for the research into voiceover arising from the Great Ormond Street advert and the subsequent planning decision to use a male voiceover. 1 mark was awarded for the research into Barthes codes in the same advert and the planning decision to include onscreen text in the particular font.

### c. Content Research 2 (at least one different key aspect)

The candidate was awarded **5 marks**.

The candidate discussed research and plans relating to language. 1 mark was awarded for the research and planning decision relating to the use of establishing shots. 1 mark was awarded for the research and planning decision relating to the use of sound effects and music. 1 mark was awarded for the research into varying camera shots and the subsequent planning decision to use both close ups and long shots. 1 mark was awarded for the research into costume in the Sick Kids advert – this paragraph repeats some points about the homeless person's costume from the previous section, but makes enough new plans regarding the other character's costume to award the mark. 1 mark was awarded for the research and planning decision relating to the use of lighting.

### d. Production Role(s)

The candidate was awarded **5 marks**.

1 mark was awarded for the research and developed plan to carry out one of the duties of the location scout, which is to source locations to film. 1 mark was awarded for the further research into another duty of a location scout, which is to organise permissions for filming, and the clear plan for how to fulfil this duty. 1 mark was awarded for the research into the role of the cinematographer and the plans relating to camera movement. 1 mark was awarded for the research into the role of camera operator and plan to practice with equipment and communicate shots to actors. Finally, 1 mark was awarded for the research into the role of the editor and the plan to cue the visuals with the sounds.

## e. Audience Research

The candidate was awarded **5 marks**.

1 mark was awarded for the research and plans into using a voiceover, with new ideas about specific content of the voiceover. 1 mark was awarded for the research and plans relating to the specific content of onscreen text, again building on earlier plans relating to style of onscreen text. 1 mark was awarded for the specific plan regarding the use of piano music and a change in tone, and the clear research findings to support this. 1 mark was awarded for the research and planning decision regarding the use of actors instead of homeless people. 1 mark was awarded for the research and planning decision regarding the use of a website at the end of the advert.

## f. Institutional Context Research

The candidate was awarded **5 marks**.

1 mark was awarded for the research into ASA guidelines and the planning decision to minimise distress caused by the advert. 1 mark was awarded for the research into the cost of props/costume and the plan to use items already owned. 1 mark was awarded for the research into permissions relating to school rules and the plan to film outside of school. 1 mark was awarded for the research into legal regulations around permission and the plan to obtain consent. 1 mark is awarded for the research and planning decision relating to copyright for the Einaudi song.

## Section 2: Development

### a. Evaluation of process

The candidate was awarded **10 marks**.

There are four developed points of evaluation relating to the process of creating the advert in the institutional context and in carrying out production roles. There are detailed references to the impact of the institutional factors of technology, equipment and the weather and developed evaluation of how well these factors were dealt with in the production roles of editor, cinematographer, sound technician and location scout.

### b. Evaluation of content

The candidate was awarded **20 marks**.

There are five developed points of evaluation discussing the use of media codes and techniques to appeal to audiences and achieve purposes. The first paragraph is a developed point of evaluation relating to camera and mise-en-scene in the opening 20 seconds of the advert. The second paragraph contains a developed point of evaluation regarding the next segment of the advert, and refers to camera work and symbolism. The third paragraph is a developed point of evaluation relating to the next part of the advert and refers to the mise-en-scene and camera work again. Paragraph four contains a developed point of evaluation regarding the next segment of the advert, in particular the use of location and switching from a long shot to a mid-shot in one scene. The fifth paragraph contains a developed point of evaluation where the candidate evaluates the techniques used at the end of the advert. The

combination of the evaluation and the finished content conveys a highly technical understanding of how to use a range of codes to achieve creative intentions.

## Candidate B Commentary

### Section 1: Planning

#### a. Creative Intentions in Response to the Brief

The candidate was awarded **5 marks**.

1 mark was awarded for the justified planning decisions relating to the detailed plans for content. 1 mark was awarded for the justified plans relating to how the film will appeal to genre fans, and to both genders. 1 mark was awarded for the justified plan to create an effective movie opening using enigmas to hook the audience, and 1 mark was awarded for the simple planning decisions to use a range of the genre markers, with justification relating to the target audience. 1 mark was awarded to the final paragraph for the plan to include a bird's eye view shot, with justification relating to entertaining and hooking the audience. Although there is some repetition in this paragraph, the plan for the specific camera angle is new.

#### b. Content Research 1 (at least one key aspect)

The candidate was awarded **5 marks**.

The candidate discussed research and plans relating to categories (genre) and narrative. 1 mark was awarded for the detailed plans justified by research findings relating to the use of the disruption stage at the beginning. 1 mark was awarded for the research and plans relating to use of enigmas as a hook, and a further 1 mark was awarded for the research and plans relating to the use of music to emphasise the enigma. 1 mark was awarded for the justified plans relating to the genre convention of making all the characters seem suspicious.

The final paragraph could have been awarded 2 marks, however the candidate had already achieved 4 marks, so the credit that could have been awarded here for the detailed technical plans relating to the clock were awarded when it is repeated later in 1f. In this paragraph, 1 mark was awarded for the research and detailed plans to use a circular narrative.

#### c. Content Research 2 (at least one different key aspect)

The candidate was awarded **5 marks**.

The candidate discussed research and plans relating to language. Each of the five paragraphs follow the pattern of a detailed research finding relating to the use of language, which is then used to justify a specific plan. Marks were awarded to each paragraph as follows: 1 mark for the use of sound relating to birds; 1 mark for sound being used to emphasise a character's guilt; 1 mark for plans relating to the use of silence; 1 mark for plans relating to selection of shots in the editing process; and 1 mark for the use of costume to convey information about the characters' personalities.

#### d. Production Role(s)

The candidate was awarded **4 marks**.

1 mark was awarded for the planning decisions relating to the production schedule. 1 mark was awarded to the simple plans relating to identifying suitable locations and preparing for the shoot. The first paragraph relating to being director was not awarded a mark as there is no specific planning decision relating to the candidate's film. 1 mark was then awarded for the specific plans to set up the bird's eye shot with the camerawoman and 1 mark was awarded with the plans relating to working with the actors before a scene is shot.

### **e. Audience Research**

The candidate was awarded **5 marks**.

1 mark was awarded to each of the five plans relating to the specific research findings as a result of carrying out the survey. The first paragraph deals with the planning decision not to take on board the research findings, but this is clearly justified by the rationale relating to genre conventions as well as linking into audience sympathies and was therefore awarded a mark. In the remaining four paragraphs, the candidate describes the research finding, then uses it to justify a specific planning decision which is given in detail and relates back to the research finding.

### **f. Institutional Context Research**

The candidate was awarded **5 marks**.

1 mark was awarded for the plans about getting permission to film in the desired location, justified by the identification of a suitable location found during a recce. 1 mark was awarded for the plans to make sure any potentially offensive language is not audible, to fit with the PG certification, and 1 mark was awarded for the plans to use sound in order to keep violence off-screen, again relating to the PG certification. 1 mark was awarded for the justified planning decisions relating to health and safety and 1 mark was awarded for the research into iMovies in relation to the plans for the layered footage in the final sequence, and the subsequent contingency plans in case a fix is not found.

## **Section 2: Development**

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

The candidate was awarded **10 marks**.

There are four developed points of evaluation. The first paragraph evaluates the production process in terms of the candidate's role as producer, with specific evaluation of the impact of the scheduling of the shoot on the finished product. The second paragraph evaluates the process from the perspective of the candidate's role as director, with discussion of the challenge faced in terms of working with amateur actors. The third paragraph deals with the institutional factor of not being able to reshoot a scene when the original footage was lost, and outlines the approach taken to find a solution, evaluating the effectiveness of this solution and the impact of this on the final film. The final paragraph discusses the impact of the editing software being used not allowing the candidate to achieve the planned technique to indicate that time was going backwards, and then evaluates the effectiveness of the solution employed for the final edit instead.

## **b. Evaluation of content**

The candidate was awarded **18 marks**.

There are six points of evaluation discussing how media codes and techniques have been used to achieve the candidate's creative intentions, but only five of these are developed. The first paragraph is a developed point of evaluation which deals with the effectiveness of the song playing throughout the scene, with a particular focus on the appropriacy of the lyrics. The second paragraph is a developed point of evaluation dealing with the impact of the clock and the effectiveness of the section suggesting time going backwards. The third paragraph is a developed point of evaluation relating to the poor quality of the footage in the bird's-eye-view shot. The fourth paragraph is a developed point of evaluation which focuses on the impact created through the use of the fade-to-black transition. The fifth paragraph is not a developed point, but there is evaluative comment on the impact of the character crying. The final paragraph is a developed point of evaluation regarding the result of dialogue not being picked up by the microphone during the shoot, with some discussion of how this could be improved upon in a future project. The combination of the evaluation and the finished content conveys a consistently technical understanding of how to use a range of codes and techniques to achieve the candidate's creative intentions, but there is not the insight or highly technical understanding required for the top band.

## Candidate C Commentary

### Section 1: Planning

#### a. Creative Intentions in Response to the Brief

The candidate was awarded **5 marks**.

1 mark was awarded for the plan relating to the purpose of entertainment justified through target audience preferences. 1 mark was awarded for the plan relating to tone justified through genre expectations. 1 mark was awarded for the plan to use the wand justified in relation to the film's message. 1 mark was awarded for the plan to create a comedic tone justified in relation to genre conventions. 1 mark was awarded for the planning decisions around equipment justified through increased quality of shot and ease of use.

#### b. Content Research 1 (at least one key aspect)

The candidate was awarded **5 marks**.

The candidate discussed research and plans relating to language. 1 mark was awarded for the research into 'The Seraphim Prophecies' and the subsequent plan to use orange colour grading. 1 mark was awarded for the research into 'The Curse' and the subsequent decision to use cutaway long shots. 1 mark was awarded for the research into 'Don't be Late' and the subsequent decision to use a close-up of an alarm clock. 1 mark was awarded for the research into 'Trapped' and the subsequent decision to use close-ups of the character and the wand. 1 mark was awarded for the research into 'Shutter' and the subsequent decision to use a shallow depth of field.

#### c. Content Research 2 (at least one different key aspect)

The candidate was awarded **5 marks**.

The candidate discussed research and plans relating to narrative. 5 marks were awarded, one for each of the detailed plans relating to the five stages of the Todorovian narrative structure, each justified through research into the use of the Todorovian narrative in 'The Seraphim Prophecies'.

#### d. Production Role(s)

The candidate was awarded **5 marks**.

1 mark was awarded for the research into the role of a director of photography (DP) that is used to justify a plan to use a low angle shot of the shower in the opening sequence. 1 mark was awarded for the plan to create a steady moving shot while the character runs, justified with reference to the role of the DP. 1 mark was awarded for the plan to use a low angle close-up of the wand, again justified with reference to the role of the DP. 1 mark was awarded for the research into the role of director, used to justify a plan relating to working with the actor. 1 mark was awarded for the plan to create a rapid action-packed montage at the start of the film, justified through the research into Edgar Wright and Chris Dickens.

## **e. Audience Research**

The candidate was awarded **4 marks**.

1 mark was awarded for the research into audience genre expectations used to justify the planning decision to include the shot of the 'Orb of Energy'. 1 mark was awarded for the research into audience preferences about music used to justify a detailed planning decision for the use of music in the film. 1 mark was awarded for the decision about the film's ending justified through the audience research. 1 mark was awarded for the decision about setting justified through the audience research.

The first plan, relating to the length of the film, is not sufficiently detailed and was not awarded a mark.

## **f. Institutional Context Research**

The candidate was awarded **3 marks**.

1 mark was awarded for the plan relating to the need to adapt the film to the abilities of the amateur actor and to use free locations justified through the lack of budget. 1 mark was awarded for the research into BBFC guidelines and the subsequent decision relating to the use of After Effects to minimise gore. 1 mark was awarded for the planning decision relating to choice of equipment, justified through research into the relative capabilities of iPads, iMovie and Premiere Pro.

The plans relating to copyright and filming time are not detailed and the research is thin, so no marks were awarded for these points.

## **Section 2: Development**

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

The candidate was awarded **9 marks**.

There are four developed points of evaluation relating to the process of creating the film in the institutional context and in carrying out production roles. There are detailed references to the impact of the institutional factors of equipment, the quality of the acting, health and safety, and copyright, and there is developed evaluation of how well these factors were dealt with in the production roles of director of photography and director. The third paragraph, on health and safety, is less developed than the others and so the candidate is awarded the lower mark in the band.

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

The candidate was awarded **18 marks**.

There are four developed points of evaluation discussing the use of media codes and techniques to appeal to audiences and achieve purposes. The first paragraph is a developed point of evaluation relating to narrative and language in the equilibrium phase of the narrative. The second paragraph contains a developed point of evaluation regarding the disruption phase of the film, and refers to narrative codes and camera work. The third

paragraph is a developed point of evaluation relating to the recognition phase of the narrative and refers to camera work, actor's performance and narrative codes. The fourth paragraph contains a developed point of evaluation regarding the attempt to repair phase of the narrative, and refers to narrative codes and the unsatisfying way the sequence worked out. The fifth and sixth paragraphs contain evaluative comments on the final phase of the narrative and on the use of editing. The combination of the evaluation and the finished content conveys a consistent technical and theoretical understanding of how to use a range of codes to achieve creative intentions.

## Candidate D

This evidence is an extract to show how a production role(s) response might look when planning for a print production rather than a moving image production.

### Section 1: Planning

#### d. Production Role(s)

The candidate was awarded **5 marks**.

The candidate made five detailed plans relating to fulfilling a range of duties within the production roles of photography lighting assistant, poster designer and photographer. There are clear research findings to justify each planning decision to carry out the various duties of these roles.