

# Commentary on candidate evidence

## Candidate 1

The evidence for this candidate has achieved a total of **54** 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 plans to create a teaser trailer and to do this by making the storyline exciting, with a specific example about Goldilocks.

A further **1 mark** is awarded for the further justification of this plan, relating to fast editing.

The second paragraph contains a clear plan about filming in the bedroom with justification, so is awarded **1 mark**.

The third paragraph is awarded **1 mark** for the plans to use other areas of the house, with clear justification.

The next paragraph is awarded **1 mark** for the well-justified plans to use sound to create suspense.

#### ***b. Content research 1 (refer to at least one key aspect)***

The candidate was awarded **5 marks**.

There are **2 marks** awarded for the paragraph discussing 'Stranger Things' – there is a clear research finding about this TV show and a subsequent plan to show the main character escaping her tormentors. The second mark comes from further justification of this plan, relating to the filming location and impact of this.

The next paragraph is awarded **1 mark** for the clear research finding about music, and the plan to use violins in the trailer.

The third paragraph is awarded **1 mark** for the findings about the use of blood and the specific plan to use blood round Goldilocks' mouth in the trailer.

The final paragraph is awarded **1 mark** for the detailed research findings about the use of fire, justifying the plan to use fire in the trailer.

**c. Content research 2 (refer to at least one different key aspect)**

The candidate was awarded **5 marks**.

Paragraph 1 is awarded **2 marks**: 1 mark for the plan to use a wide shot at the start of the trailer, justified by detailed research findings from 'Once Upon a Time' and 'Sabrina'; and a second mark comes from further detail about this plan, specifying the use of the bedroom in this shot.

The next paragraph is also awarded **2 marks**: 1 mark for the plan to use stormy weather sounds, justified by research, and the second for the development of this plan relating to the wolf sound effect.

The final paragraph is worth **1 mark** for the research findings about camera being used to construct the representation of the villain, justifying the plan to include a close-up of an eye in the trailer.

**d. Production role(s)**

The candidate was awarded **5 marks**.

**1 mark** is awarded for the plans relating to editing, with clear justification looking at how the role has been carried out in similar content.

The next paragraph is awarded **2 marks**: 1 for the research into the role of camera operator and the plan to use a similar shot to the one noticed in 'Stranger Things'; the second mark is awarded for the development of this plan, relating to how the shot will be achieved.

The next paragraph is awarded **1 mark** for the research into the role of 'sound researcher' and the plan to use the specific songs.

The final paragraph is awarded **1 mark** for the research into the role of make-up artist and the plan to use their own make-up collection and swatch different lipsticks.

**e. Audience research**

The candidate was awarded **5 marks**.

**2 marks** are awarded for the paragraph which discusses elements of magic or supernatural: there is a clear research finding and subsequent developed plans to use the werewolf character and also the evil stepmother character.

The next paragraph is awarded **1 mark** for the plans about the protagonist, which are justified by clear audience research.

The third paragraph is awarded **1 mark** for the plans to use intertextuality, justified by the clear research finding relating to audience expectations.

The final paragraph is awarded **1 mark** for the specific plan to use suspenseful silence justified by specific research findings relating to audience expectations of volume in horror.

### ***f. Institutional context research***

The candidate was awarded **3 marks**.

**2 marks** are awarded for the first paragraph: there is clear research into the institutional factor of using a child actor, and two clear plans relating to this – to provide breaks and alter the shooting times as a result of these findings.

The second paragraph is awarded **1 mark** for the research into copyright laws and the subsequent plan to only use an excerpt from the song.

No marks are awarded for the paragraph about casting as there is no research, only plan.

## **Section 2: Development**

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

The candidate was awarded **8 marks**.

There are three developed points of evaluation in relation to: the impact of the fire on the cinematography of the film; the impact of the fire on the shooting schedule and casting; and the lighting issues arising from filming at different times of day. The first developed point spans the first two paragraphs of the response. The candidate has given a lengthy description of the problems which occurred as a result of the fire, and in the second of these two paragraphs, there is developed evaluation of the process and how the candidate overcame the problems.

The third and fourth paragraphs, whilst shorter, are both developed points of evaluation with a specific and detailed focus on the institutional issues arising from rescheduling the shoot, and on challenges around the production roles of set designer and dresser in ensuring continuity.

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

The candidate was awarded **18 marks**.

There are five developed points of evaluation in this response. The first is in relation to the opening of the film, evaluating a range of codes and their impact. The second developed point comes in the next paragraph, in relation to the use of fairy-tale books and the use of colour. The third developed point of evaluation relates to the shots of the candle flickering and more generally to the use of lighting. The fourth developed point discusses the introduction of the villain characters and evaluates a range of codes and their impact. The final developed point of evaluation discusses the effectiveness, or not, of editing and the scariness of the werewolf character.

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 is no evidence of the highly technical or insightful understanding required for the top band, so the upper mark in the 18-17 band is awarded.

# Commentary on candidate evidence

## Candidate 2

The evidence for this candidate has achieved a total of **39** 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 **4 marks**.

**1 mark** is awarded for the plan to create content around the theme of mental health with detailed justification relating to Stimulus 3.

**1 mark** is awarded for the plan to create a public service advertisement and the detailed justification explaining the structure of this type of advert.

**1 mark** is awarded for the plan to use realistic characters to help relate to the target audience of teenagers.

**1 mark** is awarded for the plan to use a range of drama conventions to help create a sad tone to support the genre of drama.

The paragraph on purpose is not credited as the plan to address issues of mental health has already been stated in the paragraph on stimulus.

#### ***b. Content research 1 (refer to at least one key aspect)***

The candidate was awarded **4 marks**.

**1 mark** is awarded for the plan to use instrumental music justified by the research using Little Miss Sunshine which includes specific research into the band used in this film.

**1 mark** is awarded for the use of blue and yellow colour filters to demonstrate character feelings justified by the research in to contrasting colours used in Little Miss Sunshine.

**1 mark** is awarded for the plan to use characters in the background as well as the main character arising from the research carried out with regards to the Mental Health Awareness 2018 advert.

**1 mark** is awarded in the final paragraph for the plan to use 'chilled outfits' and the subsequent justification arising from research into costume in both Little Miss Sunshine and the Mental Health Awareness ad.

**c. Content research 2 (refer to at least one different key aspect)**

The candidate was awarded **2 marks**.

**1 mark** is awarded for the plan to use a dual narrative justified by the detailed research into this technique being used in Sliding Doors.

**1 mark** is awarded for the combination of plans to use an enigma code in paragraph 3 and 4 and the description of what this enigma code will look like. This plan has arisen from the research into the use of enigma codes used in Sliding Doors discussed in both paragraphs.

**d. Production role(s)**

The candidate was awarded **3 marks**.

**1 mark** is awarded for the simplistic plans about producing and directing that are discussed in paragraphs 1 and 5.

**1 mark** is awarded for the plan to find a suitable corridor to avoid disrupting classes and the awareness of the role of location scout.

**1 mark** is awarded for the simplistic plans about D.O.P. and editor discussed in paragraphs 3 and 4.

**e. Audience research**

The candidate was awarded **3 marks**.

**1 mark** is awarded for the plan to have no dialogue or voiceover with the final sentence about people being 'stuck in silence' adding enough new detail to a point that has already been discussed.

**1 mark** is awarded for the accumulation of simplistic plans arising from simplistic research across paragraphs 2, 3 and 5.

**1 mark** is awarded for the plan to use a slogan at the end of the advert justified by the research finding from their audience survey.

**f. Institutional context research**

The candidate was awarded **2 marks**.

**1 mark** is awarded for the plan to seek permission from parents/carers and justified by the research into RIPA.

**1 mark** is awarded for the plan to change the shooting schedule to be within school hours that is justified by the research in to rules about pupil absence. There are no further marks in this section.

## Section 2: Development

### *a. Evaluation of process*

The candidate was awarded **6 marks**.

There is discussion around the production role of editor that demonstrates an awareness of the role and description of how the duties were carried out.

An evaluative comment is made about the institutional difficulties arising from using the phone to edit.

There is discussion around the production role of director that demonstrates an awareness of the role and description of how the duties were carried out.

Evaluative comments are made in relation to the management of students acting in the background of parallel scenes.

There is discussion around the production role of camera operator and developed evaluation in relation to changes that would have benefited the film had better resources been available. The candidate reflects on how the shots have made their film seem amateurish.

There is discussion around the production role of location scout that demonstrates an awareness of the role and description of how the duties were carried out. An evaluative comment is made about the effectiveness of the location of the final shot and the impact on the overall film.

The combination of one developed point and consistent evaluative comment with relation to production roles/institutional contexts allows the higher mark in the band to be awarded.

### *b. Evaluation of content*

The candidate was awarded **15 marks**.

There is a developed point of evaluation in the first paragraph where the candidate discusses the effectiveness of the shot choice, parallel editing and representation in creating a sense of loneliness and isolation.

There is a developed point of evaluation in paragraph two where the candidate reflects on the shot helping to bring the character to the front of the shot. This is less detailed than the discussion in paragraph one but still enough to credit as it is developed.

There is a developed point of evaluation in the final paragraph where the candidate reflects on the effectiveness of the choice of song throughout the advert and the sound editing choices they made that might have had a detrimental impact on the film.

There are examples of evaluative comment across the rest of the response. As not all developed points are equally strong, the response is awarded the lower mark in the band.

# Commentary on candidate evidence

## Candidate 3

The evidence for this candidate has achieved a total of **37** 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 each of the developed points of justification for simple plans relating to Genre and Purpose.

The paragraph discussing plans for target audience gains **2 marks** – 1 for the plan to use the hybrid genre to attract a wider target audience, and 1 for the plan to use more diverse representations justified through targeting a younger audience.

The paragraph discussing content also gains **2 marks** – 1 mark is awarded for the plans for colour justified through genre conventions and target audience, and 1 for the plan to use a hashtag justified through target audience.

No credit is given for the first paragraph on Form because the brief specified the creation of posters.

#### *b. Content research 1 (refer to at least one key aspect)*

The candidate was awarded **5 marks**.

**2 marks** are awarded for the paragraph on 'Scream Queens' – 1 for the simple plan to include a mirror and 1 for the detailed research into representation used to justify it.

**1 mark** is awarded for the simple plan for character positioning justified by research into the 'Clueless' poster.

**1 mark** is awarded for the plan to use stereotypically pretty representations and **1 mark** is awarded for the detailed research into the 'Mean Girls' poster used to justify it.

Although the maximum number of marks for this section has been awarded, a further mark could have been awarded for the plan to use characters of different races and genders justified through the research into 'Mean Girls'.

The final two paragraphs do not contain specific plans and so are not credited.

**c. Content research 2 (refer to at least one different key aspect)**

The candidate was awarded **5 marks**.

No credit is given for the first paragraph on 'Scream Queens' as the plan is repetitive.

**1 mark** is awarded for the plan to use typical High School clothing justified through research into 'Clueless'. No credit is given for the vague plan to use a mirror as it is repetitive.

**1 mark** is awarded for the plan to position the character centrally justified through research into 'Jennifer's Body'.

**1 mark** is awarded for the plan to use an image like a heel justified through the research into the 3-d style of 'The Devil Wears Prada', and **1 mark** is awarded for the plan to use imagery like a pitchfork justified through the research into tone in the same poster.

**1 mark** is awarded for the simple plan to use small or minimal text justified through detailed research into the same poster.

**d. Production role(s)**

The candidate was awarded **2 marks**.

**1 mark** is awarded for the plan to carry out the role of Poster Designer by sourcing stock images justified by the relative ease compared with creating original images.

**1 mark** is awarded for the plan to carry out the role of Editor by checking the final draft of the poster for any errors justified by the need to create a perfect end result.

No credit is given for the final three paragraphs as there are no clear plans described for the roles of Producer, Production Assistant, or Production Accountant.

**e. Audience research**

The candidate was awarded **3 marks**.

**1 mark** is awarded for the plan to use small quantities of white justified by audience research.

No credit is given for the next two paragraphs as there are no specific plans described.

**1 mark** is awarded for the plan not to use the director's and actors' names, justified through audience research.

**1 mark** is awarded for the combination of simple plans for text, slogan, protagonist/antagonist, and level of horror justified through simple audience research findings.

No credit is given for the plans about diversity or colour as these are repetitive and have already been credited earlier.

### ***f. Institutional context research***

The candidate was awarded **2 marks**.

**1 mark** is awarded for the plan to make sure the stock images do not show character's faces, justified through research into copyright.

**1 mark** is awarded for the plan to use Phonto justified through research into available equipment. No credit is given for the other paragraphs as there is no research.

## **Section 2: Development**

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

The candidate was awarded **4 marks**.

The candidate discusses the constraints they faced as poster designer creating the correct colour gradient, and there is a simple evaluative statement about how they dealt with it. There is a description of problems they faced with the app, and a simple evaluative statement about how they solved them. There is a description of how they worked within their time constraints, with a brief evaluative statement. There is a description of how they carried out their role of poster designer when editing their image. There is a further description of how they worked within their time constraints.

Overall, there are some evaluative statements made about the role of poster designer with reference to the institutional constraints of time and equipment, so the candidate is awarded 4 marks.

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

The candidate was awarded **11 marks**.

The first paragraph discusses the images used on the main poster, and there is an evaluative statement about how they work together to involve the audience.

The second paragraph discusses the use of yellow shadow and there are some evaluative statements about how it helps to suggest the chick-flick genre.

The next paragraph discusses the use of the hashtag on the teaser poster, and there are some evaluative statements made about how it helps to promote the film.

The next paragraph discusses the use of font and images and there is a brief evaluative statement about how it makes the poster easier to view.

The final paragraph discusses the use of the lipstick mark and there is a brief evaluative statement about how it makes the poster more interesting.

Overall, the combination of finished content and written response shows a consistent understanding of how to achieve creative intentions and there are some evaluative statements. As all the evaluative statements are brief and simple, it is awarded the lower mark in the band.

# Commentary on candidate evidence

## Candidate 4

The evidence for this candidate has achieved a total of **33** 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 **2 marks**.

**1 mark** is awarded for the justified plan to make a trailer rather than a short film. This is a group decision but credit should be awarded to each candidate for their justification of this type of decision.

**1 mark** is awarded for the plan to include a range of horror genre conventions with the justification of attracting a specific audience.

There are no further plans in this part of the response so no further credit is given.

#### ***b. Content research 1 (refer to at least one key aspect)***

The candidate was awarded **4 marks**.

**1 mark** is awarded for the detailed research relating to sound leading to the plan to use the sound of a can rolling.

**1 mark** is awarded for the research and related plan about the use of soundtrack to build suspense.

**1 mark** is awarded for the detailed findings relating to jump cuts in *The Nun* leading to the plan to cut to a door closing itself, and another **1 mark** is awarded for the development of this plan based on the jump cuts in *The Sleep Experiment*.

#### ***c. Content research 2 (refer to at least one different key aspect)***

The candidate was awarded **4 marks**.

Note – some of the points in this part continue to refer to the Key Aspect of Language (which was focussed on in part b), but there is also reference to Categories. This is an acceptable approach.

**2 marks** are awarded for the developed research findings relating to the use of lighting as a horror genre convention, which justify the plan to use low-key

lighting. **1 mark** is awarded for the plans relating to the film title and tag line, justified by some basic research findings.

**1 mark** is awarded for the justified plans relating to using mise-en-scene to create a military setting.

#### ***d. Production role(s)***

The candidate was awarded **3 marks**.

**1 mark** is awarded for the plan to direct by allowing actors to improvise dialogue with some guidance.

**1 mark** is awarded for the plan to make any necessary changes to the initial vision for the scenes to be filmed, as a result of a collective decision about location.

**1 mark** is awarded for the plans relating to the use of handheld camera which are justified by the research in the previous paragraph.

#### ***e. Audience research***

The candidate was awarded **3 marks**.

**1 mark** is awarded for the detailed plans for a cliff-hanger ending based on basic audience research.

**1 mark** is awarded for the plans to explore the theme of mental illness through use of camera, in response to audience expectations.

**1 mark** is awarded to the final paragraph for the specific plans relating to the use of a voice over as a result of audience research.

#### ***f. Institutional context research***

The candidate was awarded **3 marks**.

**1 mark** is awarded for the plan to keep violence off-screen related to implicit research relating to certification.

**1 mark** is awarded for the plan to use non-copyright music as a result of research findings relating to copyright.

**1 mark** is awarded for the simple plans to minimise trip hazards on location. Research is implicit in the language used to describe the plans.

## Section 2: Development

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

The candidate was awarded **5 marks**.

The candidate provides a range of evaluative statements detailing their ability to fulfil production roles within the institutional context. Examples include the statements about how the jamming the door open made their trailer look 'less effective' and statements about the lighting in the room.

There are two evaluative comments in this section: one about the effectiveness of the basement as a location, and one about the candidate's effectiveness in their role as cinematographer. As there are only two evaluative comments and more evaluative statements in this section, the lower mark in the band is awarded.

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

The candidate was awarded **9 marks**.

The candidate's section of the film is from 0s to 30s. The finished product shows some understanding of how to achieve creative intentions, and the written response contains some evaluation of the product. Some parts of this response seem better suited to section 2a, relating to location scouting and actors. However, throughout the rest of the response there is some sense of evaluation of the finished product, for example the section about 00.13 which discusses how the scene could have been more tense.

# Commentary on candidate evidence

## Candidate 5

The evidence for this candidate has achieved the following marks for this section of the course assessment component.

### Section 2: Development

#### *b. Evaluation of content*

The candidate was awarded **14 marks**.

In paragraph 1, there are some brief evaluative comments about the use of camera shots in the first 9 seconds of the film. The next paragraph also contains some evaluative comments about the use of enigmas in the segment from 12s to 20s in the film. Further evaluative comments are present in the next two paragraphs, relating to specific camera shots. The final paragraph also contains evaluative comments about the use of music and sound effects.

In this response, there are a range of evaluative comments, but none of these are developed enough to raise this to the band above. The combination of the finished content and the written evaluation does convey a consistent technical understanding of how to use a range of techniques to achieve creative intentions, so the upper mark in the band is awarded.

# Commentary on candidate evidence

## Candidate 6

The evidence for this candidate has achieved the following marks for this section of the course assessment component.

### Section 1: Planning

#### *f. Institutional context research*

The candidate was awarded **5 marks**.

**1 mark** is awarded for the plan to 're-negotiate the rating of the film to a 15' justified by the detailed research into BBFC classifications. An additional **1 mark** is awarded in this paragraph for the plan to cut violent scenes to meet the requirement of a 15.

**1 mark** is awarded for the plan to rehearse with actors in the woods to avoid any injury justified by the research into fight scene choreography.

**1 mark** is awarded for the plan to remove the Jason mask that is justified by the research into intellectual property infringement. An additional **1 mark** is awarded in this paragraph for the plan to create a mask from 'scrap materials' that is justified with the research into 'non-commercial study'.

Although the maximum number of marks for this section has been achieved, a further 1 mark could be awarded for the plan to edit appropriate parts of the song into the trailer with justification by the research into copyright.

A further 1 mark could be awarded for the plan to avoid damage to the iPad with a practical special effect following research into the digital special effects available on iMovie and the fact they won't look realistic enough.

# Commentary on candidate evidence

## Candidate 7

The evidence for this candidate has achieved the following marks for this section of the course assessment component.

### Section 2: Development

#### *b. Evaluation of content*

The candidate was awarded **20 marks**.

There is one developed point of evaluation relating to the cinematography and costume design in the opening scene of the film.

A further developed point of evaluation is clear in the second paragraph, which discusses the impact of cinematography, mise-en-scene and colour grading further into the opening scene of the film.

In the third paragraph, there is another developed point of evaluation, again relating to how camera work, colour grading and also a specific cinematic motion are being used in this sequence. In the section under the heading 'Scene Three' there are two developed points of evaluation: one relates to the camera work and sound to convey the character's poor mental health and to immerse the audience; and the second comes from the discussion of leading lines and what the candidate dislikes about this sequence.

The final paragraph also contains a developed point of evaluation about the POV shot and use of sound to create enigmas towards the end of the film.

Throughout the response, and taking into account the finished content, the candidate displays a highly technical and theoretical understanding of how to combine a range of codes and techniques to achieve creative intentions so the higher mark in the band is awarded.