Commentary on candidate evidence

The candidate evidence has achieved the following marks for each response to question 1 of question paper 1.

Candidate 1: The Dark Knight

Question 1a: Society

The candidate was awarded **7 marks**.

The society factor of terrorism is decoded in detail, with developed references to the Joker's actions and one clear comment on the relationship between these examples and the society factor ('this resembles terrorists as their main motive is to attack a way of life and cause damage'). The society factor of women in the workplace is decoded in lesser detail, with relevant examples and a link between the examples and the society factor. As there is only one, fairly brief comment on the relationship between society factors and the text, the lower mark in the band is awarded.

Question 1b: Society + Categories and/or Language and/or Narrative

The candidate was awarded **4 marks**.

The candidate attempts to decode Propp's character types, looking at the Joker as the villain and Rachel as the princess. There are some relevant references to the character functions – for instance, in the Joker's constant opposition to Batman, and Rachel's need to be saved by Batman. However, the examples are more often discussed in terms of representations as opposed to Propp – for instance when discussing the costume and appearance of both characters. Narrative is therefore explained rather than analysed, and no links are made between narrative and society.

Candidate 2: This is England

Question 1a: Society

The candidate was awarded **6 marks**.

The society factor of Thatcherism is decoded in some detail and there are relevant references to the film which link into the discussion of Thatcherism, for instance, the fact that as a result of Thatcherism the skinheads have no jobs and are therefore easily led to the far right. The society factor of the Falklands War is explained with a couple of relevant references to the film. As there is one society factor decoded in some detail with relevant links to the film, the response is awarded the higher mark in the band.

Question 1b: Society + Categories and/or Language and/or Narrative

The candidate was awarded **3 marks**.

The gritty tone and the purpose of the film (to show how young people were drawn to the far right) are briefly explained, but the references to the text are not very detailed. The response makes a link between Categories and Society. As the discussion of Categories only just goes beyond identification, the lower mark in the band is awarded.

Candidate 3: Black Mirror

Question 1a: Society

The candidate was awarded **10 marks**.

Two relevant society factors are decoded in detail: the 2010-11 economic recession, and the advances in technology in 2010. There are several developed references to the Black Mirror episode '15 Million Merits' and developed comment on the relationship between examples and the society factors. These include comments about how the episode serves as a warning to society about technology, and how the class system in the episode reflects the struggles of the lower classes of society during the economic recession. As two concepts are decoded in detail with relevant references and developed comments, the upper mark in the band is awarded.

Question 1b: Society + Categories and/or Language and/or Narrative

The candidate was awarded **7 marks**.

There is an explanation of binary oppositions at the beginning of the response, with links to society factors. The section on Propp's character types as a whole is decoded in detail – Bing as the hero, the judges as the false heroes, and Abi as the princess. There is one comment in relation to society, specifically when the candidate discusses David Cameron as a false hero. As there is only one comment, the lower mark in the band is awarded.

Candidate 4: Thelma and Louise

Question 1a: Society

The candidate was awarded **10 marks**.

The society factors of gender roles and third wave feminism are both decoded in detail with developed references to the text. Developed comments are woven throughout the response – for instance, to the nature of Darryl's job; to the way the film highlights the inadequacy of legal protections for victims of sexual assault; and to the hyperbolic effect of the trucker sequence. As two concepts are decoded in detail, with developed references and developed comments, the higher mark in the band is awarded.

Question 1b: Society + Categories and/or Language and/or Narrative

The candidate was awarded **10 marks**.

The candidate analyses the Todorov structure, focusing on the equilibrium and disruption phases. Both are decoded in detail with developed references, and several developed comments are made relating each phase to society factors. As two concepts are decoded in detail, with developed references and developed comment integrating narrative and society, the higher mark in the band is awarded.

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each response to question 2 of question paper 1.

Candidate 1: Hidden Figures

Question 2a: Representations

The candidate was awarded **8 marks**.

The representation of black people as strong and dedicated is decoded in some detail with developed references to Mary and Katharine's responses to prejudice and some comment on how these shape their representation. The negative representation of white people is decoded in some detail with developed references to the attitudes of the staff towards Katharine and some comment on the way these represent them as cruel and ignorant. The negative representation of men is decoded in lesser detail with relevant references to the actions of some male characters in the film. As two concepts are decoded in some detail, with comment on the references to the film, the upper mark in the band is awarded.

Question 2b: Representations + Institutions and/or Audience

The candidate was awarded **5 marks**.

Three audience responses are decoded in lesser detail, in relation to representations. Firstly, the male audience's negative reaction to the representation of men, with relevant references to support this coming in the a) section of the response. A mixed response by white audiences is also decoded in lesser detail, with supporting references in a). A positive response by black audiences is also decoded in lesser detail with supporting references in a). In all cases, links are made between the audience responses and the representations. As the references are thin and most of the evidence in part a) has already been credited, this response only just reaches the 5-6 band and so the lower mark in the band is awarded.

Candidate 2: Get Out

Question 2a: Representations

The candidate was awarded **8 marks**.

The representation of Chris is decoded in detail – in terms of him being both a non-stereotypical black character and a stereotypical horror protagonist – with developed references to the text and some comments, for example how his representation reflects 'the modern, realistic lifestyle of black Americans' which is different to films of the past. The representation of Rose is decoded in some

detail, with detailed references and some brief comment. As at least one concept is decoded in detail, with developed references, and some comments are made, the upper mark in the band is awarded.

Question 2b: Representations + Institutions and/or Audience

The candidate was awarded **4 marks**.

The black audience response is decoded in lesser detail, with some comment on their response to the Armitages' representation as villains. The response of the white liberal audience is only explained, though there is a link to representations. The discussion of the opening sequence and cotton are not related to representations. As there is only one concept decoded in lesser detail the response does not meet the requirements of the 6-5 band, but there are links made between representations and audiences so the upper mark in the 4-3 band is awarded.

Candidate 3: Psycho

Question 2a: Representations

The candidate was awarded **6 marks**.

The representation of Marion as both good and bad is decoded in some detail with developed references to her reactions to stealing the money and to the use of costume to signify both sides of her character. The representation of Norman Bates as being initially likeable and then evil is decoded in lesser detail with relevant references to his dialogue and his appearance. As there is one concept decoded in some detail, and links are made to the film, this response is awarded the upper mark in the band.

Question 2b: Representations + Institutions and/or Audience

The candidate was awarded **6 marks**.

Audience reactions to the casting of Anthony Perkins are explained with a brief link to representations. The reactions of the target audience are decoded in lesser detail with a link to the representation of Norman Bates, and the reactions of LGBTQI+ audiences and female audiences are also decoded in lesser detail with links to the representations of Norman and Marion. As there are two concepts decoded in lesser detail, with links to representations, the upper mark in the band is awarded.

Candidate 4: The Dark Knight

Question 2a: Representations

The candidate was awarded **10 marks**.

The representations of Batman as hero and the Joker as villain are decoded in detail with developed comments on how the representations have been created. The representation of Batman as hero is decoded in detail with developed references to the scene in which he saves Rachel and the conversation with the Joker, and there are several comments on the effect of the representation. The representation of the Joker as a heartless villain is decoded in detail with developed references to the bank robbery scene, the Joker's appearance, and his use of the grenade. There is developed comment on how the Joker both fulfils and breaks stereotypes of a villain. As two concepts are decoded in detail, with developed references and developed comment on both, the upper mark in the band is awarded.

Question 2b: Representations + Institutions and/or Audience

The candidate was awarded **10 marks**.

Audience responses are decoded in detail in relation to representations using two audience concepts. Male audience responses are discussed with developed references to Batman's representation as hero, with comments on how the representation influences the audience responses. Feminist audience responses are decoded in detail with developed references to the representation of Rachel, and developed comments on how this would influence both positive and negative responses from the feminist audience. As two concepts are decoded in detail, with developed references and developed comment integrating representations and audience responses, the upper mark in the band is awarded.

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each response to question 3 of question paper 1.

Candidate 1: Film posters

The candidate was awarded **5 marks**.

There are four points of analysis made in lesser detail. The first two paragraphs are each a point of analysis in lesser detail relating to the use of colour in the respective posters; the third and fourth paragraph are taken together as a point of analysis on potential audience responses to the characters shown in the posters; and there is a final point of analysis relating to the representation of hero/villain and a suggestion of conflict. There are links made between the posters in the paragraph on colour in 'Murder on the Orient Express' and in the final paragraph on narrative. The four points of analysis in lesser detail lift the response into the 5-6 band, and the lower mark is awarded as much of the analysis only just rises above explanation.

Candidate 2: Film posters

The candidate was awarded **4 marks**.

The candidate makes a series of points explaining how key aspects have been used in the two film posters. There are short explanations of how each poster has used colour, set, text, actors' names and taglines. The explanations are exemplified with relevant references to the texts and there are several links made between the texts. At no point does the explanation become analysis so the response sits firmly in the 4-3 band and was awarded the higher mark available.

Candidate 3: Magazine covers

The candidate was awarded **6 marks**.

There is a point of analysis in lesser detail on the size of the mastheads, with a link between the two covers. There is a point of analysis in lesser detail on the use of colour and lettering on both the covers with brief comment on the similarity between the two covers. There is a point of analysis in lesser detail on the representation of Amy Adams in the first cover, and another point in lesser detail on her representation in the second cover, with some comment on the differences between them. The final paragraph identifies a use of text on the first cover but does not analyse it. The four points of analysis, with a link in paragraph one, place this response in the 5-6 band.

Candidate 4: Film posters

The candidate was awarded **8 marks**.

There is one developed point of analysis and four points analysed in some detail, with developed comment comparing the two posters. The layout and title fonts of the posters are analysed in some detail, with comment on the differences between them. The use of colour in both posters is analysed in some detail, with some comment on differences between them and the body language of the seated characters is also analysed in some detail with comment on differences.

There is a developed point of analysis on the response of older audiences to the age of the characters in both posters, with developed comment on the differences between them. The final paragraph analyses the background of both posters with a link made between them. Although this response has a developed comment on the differences between the posters in the fourth paragraph, the analysis is not in the depth required to access the top mark band and so it is awarded the top mark in the 7-8 band.

Candidate 5: Film posters

The candidate was awarded **8 marks**.

There are four developed points of analysis and one point of analysis in lesser detail. The developed points relate to genre as revealed in the taglines; the colour palate; the setting and what it suggests about the plot; and the arrangement of the characters. In the fourth paragraph, the use of actors' names is analysed in lesser detail. There are links made in each point of analysis, and there is comment on the similarity of the taglines and on the differences of character positioning. With four developed points of analysis and some comments on the similarities and differences between the texts, this response sits firmly in the 7-8 box and so is awarded the higher mark in the band.