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# **GCSE MARKING SCHEME**

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**AUTUMN 2020**

**FILM STUDIES – COMPONENT 1  
C670U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2020 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCSE FILM STUDIES**  
**COMPONENT 1 - KEY DEVELOPMENTS IN US FILM**  
**AUTUMN 2020 MARK SCHEME**

**General Information**

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria. Examiners should use the generic assessment grid and the indicative content for each question when assessing a candidate's response.

**Band Descriptors**

There is an assessment grid for questions assessing more than two marks. When awarding a mark, examiners should select the band that most closely describes the quality of the work being assessed. Once the appropriate band has been selected, examiners should award in the notional centre of the band, awarding higher or lower depending on the strength of the response.

- Where the candidate's work *securely* meets the descriptors, award marks in the centre of a band and then adjust higher or lower depending on the degree to which the band's criteria are met.
- Where the candidate's work convincingly meets the descriptors, higher marks should be awarded depending on the strength of the answer.
- Where the candidate's work less securely meets the descriptors, lower marks should be awarded depending on the degree of its weaknesses.

Where a candidate's work **combines** the qualities of **two** different bands, examiners should use their professional judgment to award a mark in the band which best describes the majority of the candidate's work.

Where there is a two mark range within each band, examiners should award:

- the upper of the two marks for work which *completely* meets the descriptors
- the lower of the two marks for work which *less strongly* meets the descriptors.

Examiners should use the full range of marks available to them.

**Indicative Content**

Indicative content outlines the scope of possible responses to a question and indicates possible areas candidates may explore. This is not intended to be a checklist for expected content nor a 'model answer'. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgment as Film Studies specialists to determine the validity of the response in the light of the examples chosen and the question asked. All questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be upheld in the marking. Valid alternatives should be rewarded, where deemed appropriate, in line with the criteria set out in the banded levels of response in the generic assessment grids.

## **Assessment Objectives**

- AO1 Demonstrate knowledge and understanding of elements of film.
- AO2 Apply knowledge and understanding of elements of film, including to:
- analyse and compare films
  - analyse and evaluate own work in relation to other professionally produced work.
- AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay.

### Section A: US Film Comparative Study

1. (a) Identify **one** genre convention used in the film you have studied. [1]

<b>Band/ marks</b>	<b>AO1 Demonstrates knowledge and understanding of elements of film</b>
<b>2 marks</b>	Additional description indicates relevance or understanding.
<b>1 mark</b>	Identifies <b>one</b> genre convention (no additional description is required)
<b>0 marks</b>	No response attempted or no response worthy of credit.

Examples of any general or specific genre convention candidates may identify in their responses are acceptable.

***Responses may include or use examples from the following areas:***

Setting: (location, time period)

Themes: (the ideas suggested by films)

Characters: (common types of people)

Props or significant objects: (things)

Narrative and plot: (common stories)

Aesthetic / Style: (way it is made or looks / feels)

*“In Invasion of the Body Snatchers Becky’s there is the alien convention [1] used in the narrative as an invasion [1].”*

(b) Briefly outline why genre conventions are used in films.

[4]

Band/ marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Explains in an excellent way how genre conventions are used.
3 marks	Explains well how this example of genre conventions are used.
2 marks	Explains satisfactorily how this example of genre conventions are used.
1 mark	Explains in a basic way, with some inaccuracies, how this example of genre conventions is used.
0 marks	No response attempted or no relevant response/response worthy of credit.

Examples of how genre conventions are used or make meaning in their responses are acceptable.

The meaning indicated by the costume or prop could focus upon:

**Responses may include:**

Setting – contemporary for audience identification

Themes – ideas that are part of the narrative or more inferred overall

Characters: - expected types of people and their relationship to an audience

Props or significant objects – the significance of things audiences are familiar with

Narrative and plot how common stories impact an audience and their expectations

Aesthetic / Style – the meaning this conveys or the response it is designed to elicit

Candidates need not take an approach specific to one set of conventions but can deal with the general appeal of genre specific films in term of audience expectation and satisfaction, ways of convenient storytelling and its subversion.

*“When the film Bennel starts to tell his story we are introduced to the setting of Santa Mira [1]. This is shown as a normal small town America type place [1]. This is to show how the alien invasion could affect a place [1] that the audience could recognise [1]. It makes the audience fear aspect of the takeover more effective [1] as it could happen to them.[1]”*

**All valid alternative responses must be credited.**

- (c) Explore how genre conventions are used in the film you have studied. Refer to at least **one** sequence. [10]

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>Excellent demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>Applies excellent knowledge and understanding of genre conventions, including to analyse films</li> <li>Explores one sequence from chosen film highly effectively and highly relevantly in response to the question</li> <li>Uses subject-specific terminology in an excellent and highly relevant way.</li> </ul>
4	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>Good demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>Applies good knowledge and understanding of genre conventions, including to analyse films</li> <li>Explores one sequence from chosen film effectively and relevantly in response to the question</li> <li>Uses subject-specific terminology in a good and mainly relevant way.</li> </ul>
3	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Satisfactory demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Applies satisfactory knowledge and understanding of genre conventions, including to analyse films</li> <li>Explores one sequence from chosen film satisfactorily and with reasonable relevance in response to the question</li> <li>Uses subject-specific terminology in a satisfactory and reasonably relevant way.</li> </ul>
2	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Basic demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Applies basic knowledge and understanding of genre conventions, including to analyse films</li> <li>Explores basic aspects of one sequence from chosen film in an uneven way and with little relevance in response to the question</li> <li>Uses subject specific terminology in a basic way with some relevance.</li> </ul>
1	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Limited demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Applies limited knowledge and understanding of genre conventions, including to analyse films</li> <li>Explores one sequence from chosen film in a limited way with minimal if any relevance in response to the question</li> <li>Uses little subject specific terminology with minimal relevance</li> </ul>
<p><b>0 marks</b> No response attempted or no response worthy of credit.</p>		

*If no sequence is used, candidates may not be awarded more than a band 3.*

### Question 1(c): Indicative content

Candidates are likely to consider:

- that the use of their examples of genre conventions are typical and are thus used within a sequence in conventional ways.
- reference may be made to how their examples of genre conventions relates to a character or characters and thus how it relates to the narrative of the sequence
- reference may also be made to how the examples of genre conventions are designed to create particular responses in spectators
- candidates may equally draw attention to a use of genre conventions which is less conventional, exploring its implications for character, narrative and spectators.
- the connotations of any relevant aspects of film form through a brief exploration of a sequence

**All valid alternatives must be credited.**

#### Points on differentiation:

At level 3, satisfactory, candidate's response should contain some element of interpretation or analysis. The response may be limited to satisfactory due to a limited focus on only one genre convention or superficial / generic level of analysis.

At level 4, good, candidate's response should consider more examples of genre conventions and their meaning; beginning to consider how these work together to establish overall meaning for the sequence.

At level 5, excellent, the candidate's response will display a clear grasp of the meaning of the sequence overall and how multiple aspects of genre convention contribute towards this.

**Genre conventions** - setting, themes, characters, props or significant objects, narrative and plot, and aesthetics / style – level 5 responses will make reference to at least 2 out of 6 of these.

- the typical meanings associated with each of the above aspects of genre convention – level 5 will demonstrate clear appreciation that some aspects of genre convention are used in typical ways, even if this is implied by discussing their non-typical usage.
- how genre convention conventionally conveys realism – level 5 should make reference to this through the concept of verisimilitude and/or their role in contributing to realistic aspects of an overall aesthetic.
- how genre setting contributes to the genre of a film – level 5 could identify links between setting and sequence specific examples or the film overall.
- how genre themes contribute to the genre of the films studied – level 5 could give sequence specific examples or the film overall.
- how genre characters convey genre – level 5 should discuss this in reference to 1 or more sequence specific examples or the film overall.
- how props or significant objects contribute to the genre of a film – level 5 could identify links between props or significant objects and sequence specific examples or the film overall.
- how narrative and plot contribute to the genre of a film – level 5 could identify links between narrative and plot and sequence specific examples or the film overall.
- how aesthetics / style contributes to the genre of a film – level 5 could identify links between aesthetics / style and sequence specific examples or the film overall.
- how each of the above aspects of genre convention generates spectator responses – level 5 should consider how both individual aspects and their collective impact makes meaning here.

It should be noted here that a level 5 response should be characterised by a confident and detailed (within the constraints of examination conditions, 12-14 minutes thinking & writing time for a 10 mark answer) response which could creditably focus on any single bullet point listed above.



2. (a) Identify one use of sound in the film you have studied. [1]

<b>Band/ marks</b>	<b>AO1 Demonstrates knowledge and understanding of elements of film</b>
<b>1 mark</b>	Identifies <b>one</b> use of sound (no additional description is required)
<b>0 marks</b>	No response attempted or no response worthy of credit.

A use of sound may include theoretical references to diegetic, ambient, off-screen, contrapuntal etc.

**Responses may include:**

***“The heroic [1] Indy music theme [1] in Raiders Of The Lost Ark.”***

- (b) Briefly outline the effect of this sound on the audience. [4]

<b>Band/ marks</b>	<b>AO1 Demonstrates knowledge and understanding of elements of film</b>
<b>4 marks</b>	Excellent knowledge and understanding of how and why sound is used in films.
<b>3 marks</b>	Good knowledge and understanding of how and why sound is used in films.
<b>2 marks</b>	Satisfactory knowledge and understanding of how and why sound is used in films.
<b>1 mark</b>	Basic knowledge and understanding, with some inaccuracies, of how sound is used in films.
<b>0 marks</b>	No response attempted or no relevant response/response worthy of credit.

Responses may include:

How any of the following impacts the thought and or feelings of the spectator/ audience (make meaning):

- Parallel / contrapuntal
- Diegetic / non-diegetic
- On screen / off screen
- Music soundtrack
- Ambient or background sound
- ARA

***“When the audience hears Indy’s theme it sounds upbeat [1] and heroic [1] which tells them what kind of character he is [1]. When it is used again it makes him more heroic [1] and make the audience feel good [1] and excited about him.[1]”***

***All valid alternative responses must be credited.***

(c) Explore how sound is used in key sequences from the film you have studied.

[10]

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>Excellent demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>Applies excellent knowledge and understanding of how sound is used, including to analyse films</li> <li>Explores at least one sequence from chosen film highly effectively and highly relevantly in response to the question</li> <li>Uses subject-specific terminology in an excellent and highly relevant way.</li> </ul>
4	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>Good demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>Applies good knowledge and understanding of how sound is used, including to analyse films</li> <li>Explores at least one sequence from chosen film effectively and relevantly in response to the question</li> <li>Uses subject-specific terminology in a good and mainly relevant way.</li> </ul>
3	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Satisfactory demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>Applies satisfactory knowledge and understanding of how sound is used, including to analyse films</li> <li>Explores at least one sequence from chosen film satisfactorily and with reasonable relevance in response to the question</li> <li>Uses subject-specific terminology in a satisfactory and reasonably relevant way.</li> </ul>
2	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Basic demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>Applies basic knowledge and understanding of how sound is used, including to analyse films</li> <li>Explores basic aspects of at least one sequence from chosen film in an uneven way and with little relevance in response to the question</li> <li>Uses subject specific terminology in a basic way with some relevance.</li> </ul>
1	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Limited demonstration of knowledge and understanding of elements of film.</li> </ul>	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>Applies limited knowledge and understanding of how sound is used, including to analyse films</li> <li>Explores sound from chosen film in a limited way with minimal if any relevance in response to the question</li> <li>Uses little subject specific terminology with minimal relevance</li> </ul>
<p><b>0 marks</b> No response attempted or no response worthy of credit.</p>		

*If no sequence is referred to, candidates may not be awarded more than a band 3.*

### Question 2(c): Indicative content

One or more uses of sound will be discussed in the context of a sequence and in relation to at least one key element of film form and/or structure. The following approaches may be taken:

- The sequence may suggest that sound is being used conventionally, representing what audiences standardly expect.
- The sequence may suggest that sound is being experimented with, representing a variation from what audiences standardly expect
- Key elements of film form and structure will be referred to in order to demonstrate how sound helps to convey meaning to spectators or audiences.
- Making meaning may be referred to as:
  - Discussion of sound use which is extended beyond naming and describing it (for responses above band 2)
  - Reference to how *other* key elements draw attention to, or complement, the use of sound.
  - The importance of a particular sound or sound use in general in terms of structural elements of film (narrative, genre, representation, context).

**All valid alternatives must be credited.**

#### Points on differentiation:

At level 3, satisfactory, candidate's response should contain some element of interpretation or analysis. The response may be limited to satisfactory due to a limited focus on only one use of sound or superficial / generic level of analysis.

At level 4, good, candidate's response should consider more aspects of film elements / structure and their meaning in relation to use of sound; beginning to consider how these work together to establish overall meaning in the sequence.

At level 5, excellent, the candidate's response will display a clear grasp of sound's importance and their meaning / role in the sequence overall and how multiple aspects of film elements contribute towards this.

- Meaning: band 5 answers may focus confidently of the thoughts and or feelings evoked by sound within the sequence or film.
- Narratively: band 5 answers may focus confidently within a sequence specific context on the role of sound in narrative.
- Genre: band 5 answers may focus confidently within a sequence specific context on the role of sound possibly with reference to iconic motifs including key elements of film form with possible reference to typicality.
- Audience: band 5 answers may focus confidently within a sequence specific context audience response with reference to engaging an audience, response to sound uses with which they are familiar, expectation.
- Representation: band 5 answers may focus confidently within a sequence specific context the sound in relation to typical representations and/or symbolism.

It should be noted here that a level 5 response should be characterised by a confident and detailed (within the constraints of examination conditions, 20 minutes thinking & writing time for a 15 mark answer) response which could creditably focus on any single or combination of the bullet points listed above.

A good sequence to discuss here in Raiders Of The Lost Ark would be Indy's confrontation with the black clad sword wielding assassin. There are the background / ambient diegetic sounds of the market place, the high tempo chase style non diegetic orchestral score, the villainous laugh of the swordsman, the whooshing of the sword whirrs that all build spectator expectation towards a conventional confrontation. The final non diegetic note and diegetic gunshot climax of Indy's reaction that undercut it comedically matched by the screaming reaction of the crowd to his audacity in despatching the assassin as a distracting irritant rather than the expected obstacle / challenge.

3. Compare how the films you have studied represent the times in which they were made.

In your answer, you may consider:

- Social, cultural context (e.g. changing attitudes and beliefs)
- Historical, political context (e.g. key events at the time)
- Production context (e.g. changes to how films were made)

[20]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p style="text-align: center;"><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>• Applies excellent knowledge and understanding of how the context is explored / reflected in both films, illustrated through character and/or narrative</li> <li>• Uses excellent points of comparison to develop a highly coherent point of view in response to the question</li> <li>• Demonstrates an excellent knowledge and understanding of subject-specific terminology.</li> </ul>
4	<p style="text-align: center;"><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>• Applies good knowledge and understanding of how the context is explored / reflected in both films, illustrated through character and/or narrative</li> <li>• Uses good points of comparison to develop a coherent point of view in response to the question</li> <li>• Demonstrates a good knowledge and understanding of subject specific terminology.</li> </ul>
3	<p style="text-align: center;"><b>9-12 marks</b></p> <ul style="list-style-type: none"> <li>• Applies satisfactory knowledge and understanding of how context is explored / reflected in both films, illustrated through character and/or narrative</li> <li>• Uses satisfactory points of comparison to develop a reasonably coherent point of view in response to the question</li> <li>• Demonstrates a satisfactory knowledge and understanding of subject-specific terminology.</li> </ul>
2	<p style="text-align: center;"><b>5-8 marks</b></p> <ul style="list-style-type: none"> <li>• Applies basic knowledge and understanding of how the context is explored / reflected in both films, illustrated through character and/or narrative</li> <li>• Uses basic points of comparison to indicate an emerging point of view in response to the question</li> <li>• Demonstrates basic knowledge and understanding of subject specific terminology.</li> </ul>
1	<p style="text-align: center;"><b>1-4 marks</b></p> <ul style="list-style-type: none"> <li>• Applies limited knowledge and understanding of how the context is explored / reflected in both films, illustrated through character and/or narrative</li> <li>• Uses limited, if any, points of comparison to indicate a limited point of view in response to the question</li> <li>• Demonstrates a limited knowledge and understanding of subject-specific terminology.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b> No response attempted or no response worthy of credit.</p>

1: If only one film is considered, allocate the band that qualitatively describes the response (which may be within any of the five bands). The mark must then be divided by two.

2: Similarly, if two completely unrelated contexts are compared across two films, take the better of the two film discussions and treat as if only one film is considered (as above).

### **Question 3 (d): Indicative content**

Approaches candidates may take in their responses include:

- contexts of the two films may be expressed in broad terms (e.g. social, cultural, historical, political, technological, and institutional) or in more precise terms. All approaches are acceptable. Candidates will need to demonstrate how the context(s) they have identified is explored / reflected in their two films and to discuss similarities and differences.
- candidates are likely to illustrate the way the films' context is illustrated through characters and/or narratives (either characters or narratives or both is acceptable)
- it is likely that both similarities and differences may be discussed but an answer based on more similarities than differences (or *vice versa*) is acceptable.
- relevant and focused reference to subject-specific terminology, including reference to the way specific sequences underline points of comparison, is likely to characterise responses in Bands 4 and 5.

***All valid alternative responses must be credited.***

#### **Points on differentiation:**

At level 3, satisfactory, candidate's response should contain some element of comparison or analysis. The response may be limited to satisfactory due to a limited focus on only one comparison at a superficial / general level of analysis.

At level 4, good, candidate's response should consider more than one area of comparison and/or analysis. The answer should begin to consider how clearly, they compare overall in terms of both similarity and difference.

At level 5, excellent, the candidate's response will display a clear grasp of how the contexts compare with an emerging perception that both similarities and differences demonstrate how significant the film's context is in the construction of meaning and informing creative intent. this.

- social context (aspects of society and its structure reflected in the film) band 5 answers may specifically address 1 or more key features here for example social class or gender roles
- cultural context (aspects of culture – ways of living, beliefs and values of groups of people – reflected in the film) band 5 answers may specifically address 1 or more key features here for example family values or religion
- historical context (aspects of the society and culture at the time when films are made and, where relevant, when they are set) band 5 answers may specifically address 1 or more key features here for example the cold war or economic circumstances of the 50's & 80's.
- political context (the way political issues, when relevant to the film chosen, are reflected in a film) band 5 answers may specifically address 1 or more key features here for example communism or the general political climate of the 50's & 80's.
- technological context (the technologies reflected in a film's production and, in some cases, in its narrative) band 5 answers may address 1 or more decade specific aspects of technology in a pre or post VFX/CGI production age.

- institutional context (how films are funded, how the level of production budget affects the kind of film made and the main stages of film production) band 5 answers may address 1 or more decade specific aspects of production in a pre or post studio system, A & B movie and independent production structures.

It should be noted here that a level 5 response should be characterised by a confident and detailed (within the constraints of examination conditions, 25 minutes thinking & writing time for a 20 mark answer) response which could creditably focus on any single or combination of the bullet points listed above. A level 4 response will be less detailed and perhaps be a confident consideration of context overall without an overt appreciation of the variety of different contexts applicable. Level 3 responses may largely feature answers that appreciate how contemporary event shape a films production with limited discussion of specific examples from the films themselves.

**SECTION B: AO1 Demonstrate knowledge and understanding of elements of film**

4. (a) In 1895 who screened the first moving images? [1]

Award **one mark** for the correct decade only: **the Lumiere Brothers.**

- (b) Identify the decade that first saw widespread use of computer-generated imagery. [1]

Award **one mark** for: **1990's**

- (c) Identify the studio taken to court in 1948 and what this led to. [3]

Award **One mark** for **Paramount.** Award further 2 marks for any of the following:

“prevented studios from owning [1] all phases [1] of the production [1], distribution [1] and exhibition [1] process ('vertical integration') [1]  
Any explanation that conveys an impact on aspect(s) of ownership.

### SECTION C: US independent film

5. Explore how the specialist writing has changed your views about the film you have studied. Refer to at least **one** key sequence.

In your answer, you may:

- outline the ideas from the specialist writing you have studied
- briefly explain key idea/s from the specialist writing you have studied
- show how these ideas compare with your own views
- how the key idea/s changed your views

[15]

Band/ Mark	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<b>5 marks</b>	<b>9-10 marks</b>
	<ul style="list-style-type: none"> <li>• Excellent demonstration of knowledge and understanding of elements of film.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies excellent knowledge and understanding of the elements of film as evident in specialist writing used, including to analyse films</li> <li>• Uses excellent points to develop a highly coherent point of view in response to the question, demonstrating an excellent knowledge and understanding of subject-specific terminology.</li> </ul>
4	<b>4 marks</b>	<b>7-8 marks</b>
	<ul style="list-style-type: none"> <li>• Good demonstration of knowledge and understanding of elements of film.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies good knowledge and understanding of the elements of film as evident in the specialist writing used, including to analyse films</li> <li>• Uses good points to develop a coherent point of view in response to the question, demonstrating a good knowledge and understanding of subject-specific terminology.</li> </ul>
3	<b>3 marks</b>	<b>5-6 marks</b>
	<ul style="list-style-type: none"> <li>• Satisfactory demonstration of knowledge and understanding of elements of film.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies satisfactory knowledge and understanding of the elements of film as evident in specialist writing used, including to analyse films</li> <li>• Uses satisfactory points to develop a reasonably coherent point of view in response to the question, demonstrating a satisfactory knowledge and understanding of subject-specific terminology.</li> </ul>
2	<b>2 marks</b>	<b>3-4 marks</b>
	<ul style="list-style-type: none"> <li>• Basic demonstration of knowledge and understanding of elements of film.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies basic knowledge and understanding of the elements of film as evident in specialist writing used, including to analyse films</li> <li>• Uses basic points to indicate an emerging point of view in response to the question</li> <li>• Demonstrates basic knowledge and understanding of subject specific terminology.</li> </ul>
1	<b>1 mark</b>	<b>1-2 marks</b>
	<ul style="list-style-type: none"> <li>• Limited demonstration of knowledge and understanding of elements of film.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies limited knowledge and understanding of the elements of film as evident in specialist writing used, including to analyse films</li> <li>• Uses limited points to indicate a limited point of view in response to the question, demonstrating a limited knowledge and understanding of subject-specific terminology.</li> </ul>
	<b>0 marks</b>	
	No response attempted or no response worthy of credit.	



## Question 5: Indicative content

Approaches candidates may take in their responses include:

- a clear identification of the specialist writing they have studied
- a brief description of the specialist writing and what it suggests about the film
- agree and/or disagree or for and/or against discussion of the specialist writing
- discuss change in view / opinion or unchanging view / opinion
- consider how the specialist film writing may or may not have caused the candidate to look at the film in a different way / light.
- candidates may relate their specialist writing to any aspect of the film – its key film form and structural elements, its narrative and themes, its contexts
- evidence is likely to involve how studying the specialist writing uncovers aspects about the film not apparent on an initial viewing: key elements of film form and the making of the film; aspects about characters, the narrative and the themes and issues it raises; contexts of the film
- some candidates may offer an interpretation of the film they have achieved as a result of studying the specialist writing
- candidates may challenge or question the specialist writing
- discussion of a sequence from the film will support the deeper understanding they have gained of the film.

***All valid alternative responses must be credited.***

### Points on differentiation:

At level 3, satisfactory, candidate's response should contain some reference to specialist film writing. The response may be limited to satisfactory due to a limited recall of detail or understanding of the specialist film writing.

At level 4, good, candidate's response should contain clear reference to specialist film writing. The response should have at least an emerging point of view from the candidate on the impact of an aspect of the specialist film writing.

At level 5, excellent, the candidate's response should contain clear reference to specialist film writing. The response should have a clear and confident point of view from the candidate on the impact of an aspect or aspects of the specialist film writing.

It should be noted here that a level 5 response should be characterised by a confident and detailed (within the constraints of examination conditions, 20 minutes thinking & writing time for a 15 mark answer) response which could creditably focus on any single or combination of the bullet points listed above. Expressing a clear well founded discussion on the impact, or not, of the specialist writing. A level 4 response will be less detailed and perhaps be a confident consideration of the specialist film writing overall. An emerging expression of the impact, or not, of the specialist writing. Level 3 responses may largely feature answers that show a limited recall or appreciation of the specialist film writing with a less clear or hesitant view of the impact, or not, of the specialist writing.