



GCSE MARKING SCHEME

AUTUMN 2020

**FILM STUDIES – COMPONENT 2
C670U20-1**

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
AUTUMN 2020 MARK SCHEME
COMPONENT 2: GLOBAL FILM

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 judgement 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 or 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 judgement 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: Global English language film

1. (a) Identify a setting in the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Clearly identifies a setting from the film studied.
0 marks	No response attempted or no response worthy of credit.

- (b) Briefly describe this setting. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Excellent description of the setting.
3 marks	Good description of the setting.
2 marks	Adequate description of the setting.
1 mark	Basic description of the setting. May include some inaccuracies.
0 marks	No response attempted or no relevant response/response worthy of credit.

If a candidate has not correctly identified a setting or location in question 2 (a), examiners must assess 2 (b) to establish whether any incidental, relevant points are made which can be credited.

All valid alternative responses must be credited.

(c) Briefly outline how a theme or issue is linked to this setting.

[5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p style="text-align: center;">5 marks</p> <ul style="list-style-type: none">• Applies an excellent knowledge and understanding of key themes and issues.• Clear links between the themes and issues and the setting/location.• Excellent exploration of the setting/location, using subject-specific terminology in an excellent and highly relevant way.
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none">• Applies a good knowledge and understanding of key themes and issues.• Clear links between the themes and issues and the setting/location.• Good exploration of the setting/location, using subject-specific terminology in a good and mainly relevant way.
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none">• Applies a satisfactory knowledge and understanding of key themes and issues.• Some links between the themes and issues and the setting/location.• Satisfactory exploration of the setting/location, using subject-specific terminology in a satisfactory and reasonably relevant way.
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none">• Applies basic knowledge and understanding of key themes and issues.• Basic links between the themes and issues and the setting/location.• Basic exploration of the setting/location, using subject-specific terminology in a basic way with some relevance.
1	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none">• Applies limited knowledge and understanding of key themes and issues.• Limited to no links between the themes and issues and the setting/location.• Limited exploration of the setting/location using little subject-specific terminology with minimal relevance.
	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none">• No response attempted or no response worthy of credit.

If no link is made between the setting/location and theme/issue, candidates may not be awarded more than a band 3.

Candidates are likely to consider:

- A key theme or issue highlighted by the film.
- What the setting says about this theme or issue.
- Elements of film form.
- Meanings created and responses generated.
- How places are represented.

All valid alternative responses must be credited.

(d) Discuss how this theme or issue is presented in a key sequence.

In your answer, you may consider:

- Elements of film form (e.g. cinematography, mise-en-scene)
- How the film-makers want you to feel
- Characters and representations

[15]

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 style="text-align: center;">5 marks</p> <ul style="list-style-type: none"> • Excellent demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • Applies an excellent knowledge and understanding of themes and issues within the film • Applies an excellent analysis of how a theme or issue is presented in a key sequence • Makes excellent points to develop a highly coherent point of view using excellent subject-specific terminology.
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • Good demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • Applies a good knowledge and understanding of themes and issues within the film • Applies good analysis of how a theme or issue is presented in a key sequence • Makes good points to develop a sound point of view using good subject-specific terminology.
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • Satisfactory demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • Applies a satisfactory knowledge and understanding of themes and issues within the film • Applies satisfactory analysis of how a theme or issue is presented in a key sequence • Makes satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Basic demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • Applies a basic knowledge and understanding of themes and issues within the film • Applies basic analysis of how a theme or issue is presented in a key sequence • Makes basic points to develop a basic point of view using basic subject-specific terminology.
1	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none"> • Limited demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • Applies limited knowledge and understanding of themes and issues within the film • Applies limited analysis of how a theme or issue is presented in a key sequence • Makes limited or no relevant points resulting in a vague or limited point of view with a lack of subject-specific terminology.
	<p style="text-align: center;">0 marks</p> <p>No response attempted or no response worthy of credit.</p>	

Question 1(d): Indicative content

GENERALISED INDICATIVE CONTENT

Responses are likely to:

- Identify key sequence(s) involving their chosen theme or issue. One sequence is sufficient. More than one sequence is also acceptable; the level of detail and complexity of analysis will be of primary value.
- Analyse how this theme or issue is presented in the sequence
- Consider how this impacts the narrative.
- Consider what ideas and messages this may suggest.
- Consider how elements of film form contribute to the communication of key ideas in the chosen films.
- Consider how the theme or issue helps to structure and organize the narrative or affects the audience's opinion or interpretation of characters / the narrative.
- How all of the above bullet points contribute to narrative development and generate spectator response.

POINTS ON DIFFERENTIATION

For marks in Bands 3 and above:

In order to reach the higher bands (4 and 5) candidates will demonstrate and apply a very good to excellent knowledge and understanding of elements of film. They will analyse, in detail, highly relevant and carefully chosen sequences making clear, highly relevant and coherent points. Responses in band 3 are likely to attempt the same however will lack the detail and complexity of those in the higher bands. Responses in bands below 3 are likely to be descriptive with little to no analysis.

- **Band 5** responses may engage in lively debate about how the theme or issue is represented in the key sequence. There will likely be in depth analysis and discussion of the sequence in terms of the theme or issue and how this creates meaning for the audience and generates audience response.
- **Band 4** responses will analyse how the theme or issue has been presented to a good level. There is likely to be discussion involving several of the aspects listed above however there will be less complexity and detail than demonstrated in band 5 answers.
- **Band 3** responses will demonstrate the knowledge and understanding we are looking for but will not contain the same levels of detail. Responses in this band are likely to make key points with examples to support them but will not analyse the deeper meanings created.

All valid alternatives must be credited.

Section B: Global non-English language film

2. (a) Identify and briefly describe one **male** character in your chosen film. [2]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
2 marks	Correctly identifies and briefly describes one male character.
1 mark	Correctly identifies one male character but no description given <i>or</i> describes the character but does not identify them.
0 marks	No response attempted or no response worthy of credit.

- (b) Briefly describe a costume worn by this character. [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Briefly describes in an excellent way a costume of this character.
2 marks	Briefly describes in a satisfactory way a costume of this character.
1 mark	Briefly describes in a basic way a costume of this character.
0 marks	No response attempted or no relevant response/response worthy of credit.

If a candidate describes the costume of a different character than the one identified in question 2 (a) or they describe the character's costume at later moments in the film they cannot be awarded any marks.

All valid alternative responses must be credited.

(c) What does this costume tell you about the character?

[5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p style="text-align: center;">5 marks</p> <ul style="list-style-type: none">• Applies an excellent knowledge and understanding of costume, including hair and make up.• Excellent exploration of the sequence, using subject-specific terminology in an excellent and highly relevant way.
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none">• Applies a good knowledge and understanding of costume, including hair and make up.• Good exploration of the sequence, using subject-specific terminology in a good and mainly relevant way.
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none">• Applies a satisfactory knowledge and understanding of costume, including hair and make up.• Satisfactory exploration of the sequence, using subject-specific terminology in a satisfactory and reasonably relevant way.
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none">• Applies basic knowledge and understanding of costume, including hair and make up.• Basic exploration of the sequence, using subject-specific terminology in a basic way with some relevance.
1	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none">• Applies limited knowledge and understanding of costume, including hair and make up.• Limited exploration of the sequence, using little subject-specific terminology with minimal relevance.
	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none">• No response attempted or no response worthy of credit.

Candidates are likely to consider:

- The costume of the character at the start of the film.
- Analysis of one the first scenes involving the character.
- The typical meanings associated with the costume, hair and make up.
- How each of the above aspects of costume convey character and reveal information or create meaning for the audience.
- How each of the above aspects of mise-en-scène generates spectator responses.

All valid alternatives must be credited.

- (d) Explore how gender is represented in the film you have studied. Refer to at least **one** sequence in your response.

In your answer, you may consider:

- Male and female characters' appearance, actions and behaviours
- Key elements of film form (e.g. cinematography, sound, editing, mise-en-scene)
- Contexts (i.e. social, historical, cultural etc)

[15]

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse film
5	<p style="text-align: center;">5 marks</p> <ul style="list-style-type: none"> • Excellent demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • Applies an excellent knowledge and understanding of representation. • Applies excellent analysis of how gender is represented. • Makes excellent points to develop a highly coherent and relevant point of view using excellent subject-specific terminology.
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • Good demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • Applies good knowledge and understanding of representation. • Applies good analysis of how gender is represented. • Makes good points to develop a sound point of view using good subject-specific terminology.
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • Satisfactory demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • Applies satisfactory knowledge and understanding of representation. • Applies satisfactory analysis of how gender is represented. • Makes satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Basic demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • Applies a basic knowledge and understanding of representation. • Applies basic analysis of how gender is represented. • Makes basic points to develop a basic point of view using basic subject-specific terminology.
1	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none"> • Limited demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • Applies limited knowledge and understanding of representation. • Applies limited analysis of how gender is represented. • Makes limited or no relevant points resulting in a vague or limited point of view with a lack of subject-specific terminology.
<p>0 marks No response attempted or no response worthy of credit.</p>		

Question 2(d): Indicative content

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

GENERALISED INDICATIVE CONTENT – NO reference to films required.

Responses are likely to explore:

- Identify a key sequence which can be analysed in terms of gender. Candidates who refer to more than one sequence from each film will not necessarily be penalized (the level of detail and complexity of analysis will be of primary value) however they may find that by analyzing more than one sequence their answer does not carry the same amount of detail and analysis as if only one sequence had been studied.
- Analyse the representation of gender within the sequence(s) selected.
- Consider how elements of film form contribute to the communication of key ideas and highlight gender.
- Reference the views and attitudes expressed by these representations.
- Consider how far gender is portrayed in terms of typicality, stereotypicality or challenge and whether this suggests a particular perspective or viewpoint.
- The candidate may enter into discussion about the contexts of the film and how this has shaped the representation of gender. They may consider who is behind the film, when and where it was made, who funded it, society at the time etc.
- There may be some discussion on how the representations in the film link to wider themes and issues.

POINTS ON DIFFERENTIATION

For marks in Bands 3 and above:

In order to reach the higher bands (4 and 5) candidates will demonstrate and apply a very good to excellent knowledge and understanding of elements of film. They will analyse, in detail, highly relevant and carefully chosen sequences making clear, highly relevant and coherent points. Responses in band 3 are likely to attempt the same however will lack the detail and complexity of those in the higher bands. Responses in bands below 3 are likely to be descriptive with little to no analysis.

- **Band 5** responses may engage in lively debate about the representation of gender and what perspectives they offer audiences. There will likely be discussion about how these representations create meaning for and generate responses from the audience. Higher level responses will analyse the reasonings behind these representations (for example contexts and themes/issues).
- **Band 4** responses will analyse the representation of gender to a good level however there will be less complexity and detail than demonstrated in band 5 answers.
- **Band 3** responses will demonstrate the knowledge and understanding we are looking for but will not contain the same levels of detail. Responses in this band are likely to make key points with examples to support them but will not analyse the deeper meanings created.

All valid alternatives must be credited.

Section C: Contemporary UK film

3. (a) Identify **one** visually interesting scene from the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Clearly defines a scene.
0 marks	No response attempted or no response worthy of credit.

- (b) Briefly describe the 'look' or 'mood' created in this scene. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Briefly describes the look or mood created to an excellent level.
3 marks	Briefly describes the look or mood created to a good level.
2 marks	Briefly describes the look or mood created to a satisfactory level.
1 mark	Briefly describes the look or mood created to a basic level, possibly with some inaccuracies.
0 marks	No response attempted or no relevant response/response worthy of credit.

All valid alternative responses must be credited.

- (c) Explore how and why this 'look' or 'mood' has been created. Refer to at least **one** key sequence in your response.

In your answer, you may consider:

- Elements of film form (e.g. cinematography, mise-en-scene)
- Meanings and emotions created
- The film-makers intentions

[15]

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 style="text-align: center;">5 marks</p> <ul style="list-style-type: none"> • Excellent demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">9-10 marks</p> <ul style="list-style-type: none"> • Applies an excellent knowledge and understanding of aesthetics and visual style. • Makes excellent points on how various elements of film form help create the 'look' or 'feel' of a film and why they have been created, • Uses excellent points to develop a highly coherent point of view using excellent subject-specific terminology.
4	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • Good demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • Applies good knowledge and understanding of aesthetics and visual style. • Makes good points on how various elements of film form help create the 'look' or 'feel' of a film and why they have been created, • Uses good points to develop a sound point of view using good subject-specific terminology.
3	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • Satisfactory demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • Applies satisfactory knowledge and understanding of aesthetics and visual style. • Makes satisfactory points on how various elements of film form help create the 'look' or 'feel' of a film and why they have been created, • Uses satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Basic demonstration of knowledge and understanding of elements of film. 	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • Applies basic knowledge and understanding of aesthetics and visual style. • Makes basic points on how various elements of film form help create the 'look' or 'feel' of a film and why they have been created, • Uses basic points to develop a basic point of view using basic subject-specific terminology.

1	1 mark	1-2 marks
	<ul style="list-style-type: none"> Limited demonstration of knowledge and understanding of elements of film. 	<ul style="list-style-type: none"> Applies limited knowledge and understanding of aesthetics and visual style. Makes limited points on how various elements of film form help create the 'look' or 'feel' of a film and why they have been created, Makes limited or no relevant points resulting in a vague or limited point of view with a lack of subject-specific terminology.
	0 marks No response attempted or no response worthy of credit.	

Question 3(c): Indicative content

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

GENERALISED INDICATIVE CONTENT

Responses are likely to explore:

- Candidates should establish what they think the 'look' or 'feel' of the film is – it's aesthetic qualities.
- Candidates should support these ideas with examples by identifying and analyzing key sequences. At least one key moment should be analysed. Candidates who refer to only one sequence will not necessarily be penalized; the level of detail and complexity of analysis will be of primary value.
- Consider how elements of film form (cinematography, lighting, mise-en-scene, editing, sound and colour) contribute to or highlight the 'look' or 'feel' of the film.
- Consider whether the use of key elements of film form are typical, atypical or stereotypical and how this adds to the mood and/or look of the film.
- The candidate may enter into discussion about how the different elements of film form work together to create a certain style or aesthetic.
- The candidate may consider the film as an art form and how the elements of film form have combined artistically.
- Discussion on whether a certain look or feel is momentary or if it is a distinct aesthetic that continues across the film.
- Analysis of the significance of the 'look' or 'feel' and how it engages the spectator / why it has been created.

POINTS ON DIFFERENTIATION

For marks in Bands 3 and above:

In order to reach the higher bands (4 and 5) candidates will demonstrate and apply a very good to excellent knowledge and understanding of elements of film. They will analyse, in detail, highly relevant and carefully chosen sequences making clear, highly relevant and coherent points. Responses in band 3 are likely to attempt the same however will lack the detail and complexity of those in the higher bands. Responses in bands below 3 are likely to be descriptive with little to no analysis.

- **Band 5** responses may engage in lively debate about the look or feel of the film, how they have been created and their overall effect and engagement. There will likely be discussion about how this look creates meaning for and generates responses from the audience. Higher level responses may analyse the reasonings behind these representations (for example contexts and themes/issues).
- **Band 4** responses will analyse the look of the film to a good level however there will be less complexity and detail than demonstrated in band 5 answers.
- **Band 3** responses will demonstrate the knowledge and understanding we are looking for but will not contain the same levels of detail. Responses in this band are likely to make key points with examples to support them but will not analyse the deeper meanings created.

All valid alternatives must be credited.