



GCSE MARKING SCHEME

SUMMER 2019

FILM STUDIES - COMPONENT 2
C670U20-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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
SUMMER 2019 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

01. (a) Name a **main** character from your chosen film. [2]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
2 marks	Names a main character from the chosen film.
1 mark	Names a character from the chosen film, who is not a main character.
0 marks	No response attempted or no response worthy of credit.

(b) Briefly describe this character at the **start** of the film. [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Good description of the character at the start of the film.
2 marks	Adequate description of the character at the start of the film.
1 mark	Basic description of the character – not necessarily describing the character at the start of the film. May include some inaccuracies.
0 marks	No response attempted or no relevant response/response worthy of credit.

Responses may include:

- *The introduction of the character*
- *The character's physical appearance*
- *The character's personality*
- *How the character represents wider themes and issues*
- *Stereotypes*

All valid alternative responses must be credited.

- (c) Describe an important problem or conflict involving this character. [5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	5 marks • Applies an excellent knowledge and understanding of a problem or conflict involving the main character. • Where appropriate, uses subject-specific terminology in an excellent and highly relevant way.
4	4 marks • Applies a good knowledge and understanding of a problem or conflict involving the main character. • Where appropriate, uses subject-specific terminology in a good and mainly relevant way.
3	3 marks • Applies a satisfactory knowledge and understanding of a problem or conflict involving the main character. • Where appropriate, uses subject-specific terminology in a satisfactory and reasonably relevant way.
2	2 marks • Applies basic knowledge and understanding of a problem or conflict involving the main character. • Where appropriate, uses subject-specific terminology in a basic way with some relevance.
1	1 mark • Applies limited knowledge and understanding of a problem or conflict involving the main character. • Little subject-specific terminology with minimal relevance.
	0 marks • No response attempted or no response worthy of credit.

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

Candidates are likely to consider:

- What the problem or conflict is.
- How the problem or conflict involves the main character.
- How the problem or conflict affects the characters in the film.
- How the problem or conflict affects the narrative of the film.
- How the problem or conflict introduces or affects the themes of the film.
- What message the problem or conflict suggests.
- What the character needs to do to overcome the problem or conflict.

There is no requirement for candidates to consider all aspects of film form and candidates may choose to highlight one aspect or deal with several aspects.

All valid alternative responses must be credited.

- (d) Explore what happens to this character at the **end** of your chosen film.

In your answer, you may consider:

- If problems and conflicts have been resolved
- How the character has changed
- Ideas about narrative structure

[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	5 marks • Excellent demonstration of knowledge and understanding of elements of film.	9-10 Marks • Applies an excellent knowledge and understanding of how the narrative has been organised and structured. • Applies an excellent analysis of the character at the end of the chosen film. • Makes excellent points to develop a highly coherent point of view using excellent subject-specific terminology.
4	4 marks • Good demonstration of knowledge and understanding of elements of film.	7-8 Marks • Applies a good knowledge and understanding of how the narrative has been organised and structured. • Applies good analysis of the character at the end of the chosen film. • Makes good points to develop a sound point of view using good subject-specific terminology.
3	3 marks • Satisfactory demonstration of knowledge and understanding of elements of film.	5-6 Marks • Applies a satisfactory knowledge and understanding of how the narrative has been organised and structured. • Applies satisfactory analysis of the character at the end of the chosen film. • Makes satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	2 marks • Basic demonstration of knowledge and understanding of elements of film.	3-4 Marks • Applies a basic knowledge and understanding of how the narrative has been organised and structured. • Applies basic analysis of the character at the end of the chosen film. • Makes basic points to develop a basic point of view using basic subject-specific terminology.

1	1 mark Limited demonstration of knowledge and understanding of elements of film.	1-2 Marks - Applies limited knowledge and understanding of how the narrative has been organised and structured. - Applies limited analysis of the character at the end of the chosen film. - 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 1(d): Indicative content

Responses are likely to:

- Identify key sequence(s) involving their chosen character from the end of their chosen film. One sequence from each film is sufficient. Candidates who refer to more than one sequence from each film will not necessarily receive greater credit; the level of detail and complexity of analysis will be of primary value.
- Analyse the character at the end of the film. The candidate may wish to do this by comparing him/her to earlier moments in the film. This may particularly be the case when considering whether or not the character has changed. Comparison to earlier sequences is completely acceptable as long as the focus remains on what the character is like at the end of the film.
- Consider how elements of film form contribute to the communication of key ideas in the chosen films. They may for example look at how costume, hair and make up has changed to show character development or growth (or the lack of it). They may discuss how music reflects changes (or not) in the character.
- The answer may include a discussion on how the problem or conflict has been resolved (or not) and what affect this has had on the character as well as the wider narrative, themes etc.
- The candidate may discuss how the problem or conflict faced by the character has helped to shape and structure the narrative. They may include discussion on narrative ideas such as cause and effect, ellipsis and withholding/releasing information. They may discuss the role or function of the character and how all of the above generate audience 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 whether the problem or conflict has helped to shape the character by the end of the film. There will likely be discussion about how the role and function of this character has helped to organize and shape the narrative, creating meaning for the audience and generating audience response.
- **Band 4** responses will analyse the character at the end of the film to a good level and may compare the character to earlier moments in the film. There is likely to be discussion about how the character has changed (arc) or not and how this affects the overall narrative. There will be less complexity and detail than demonstrated in band 4 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

02. (a) Identify a **key** location or setting in your chosen film. [2]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
2 marks	Correctly identifies a setting or location that is key.
1 mark	Correctly identifies a setting or location – not necessarily key.
0 marks	No response attempted or no response worthy of credit.

- (b) Briefly describe the location or setting. [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Briefly describes in an excellent way the setting or location.
2 marks	Briefly describes in a satisfactory way the setting or location.
1 mark	Briefly describes in a basic way the setting or location.
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) Explore how ethnicity **or** culture is represented in **one** key sequence from your chosen film.

In your answer, you may consider:

- Contexts (e.g. Social, Cultural, Historical, Political)
- Film form (e.g. cinematography, sound, editing, mise-en-scene)
- Themes and issues

[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	5 marks • Excellent demonstration of knowledge and understanding of elements of film.	9-10 Marks • Applies an excellent knowledge and understanding of representation. • Applies excellent analysis of how ethnicity or culture is represented. • Makes excellent points to develop a highly coherent and relevant point of view using excellent subject-specific terminology.
4	4 marks • Good demonstration of knowledge and understanding of elements of film.	7-8 Marks • Applies good knowledge and understanding of representation. • Applies good analysis of how ethnicity or culture is represented. • Makes good points to develop a sound point of view using good subject-specific terminology.
3	3 marks • Satisfactory demonstration of knowledge and understanding of elements of film.	5-6 Marks • Applies satisfactory knowledge and understanding of representation. • Applies satisfactory analysis of how ethnicity or culture is represented. • Makes satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	2 marks • Basic demonstration of knowledge and understanding of elements of film.	3-4 Marks • Applies a basic knowledge and understanding of representation. • Applies basic analysis of how ethnicity or culture is represented. • Makes basic points to develop a basic point of view using basic subject-specific terminology.
1	1 mark • Limited demonstration of knowledge and understanding of elements of film.	1-2 Marks • Applies limited knowledge and understanding of representation. • Applies limited analysis of how ethnicity or culture is represented. • 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 2(c): Indicative content

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

Responses are likely to explore:

- Identify a key sequence which can be analysed in terms of ethnicity or culture. 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 ethnicity or culture within the sequence selected.
- Consider how elements of film form contribute to the communication of key ideas and highlight ethnicity or culture.
- Reference the views and attitudes expressed by these representations.
- Consider how far ethnicity or culture are 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 ethnicity and culture. 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 ethnicity or culture 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 ethnicity or culture to a good level however there will be less complexity and detail than demonstrated in band 4 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

03. (a) Identify a camera angle used in your chosen film. [1]

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

3. (b) Briefly describe how this camera angle is used in a scene from your chosen film. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Briefly describes how the camera angle is used in a scene from the film including the meaning created. Band 4 answers will link to audience response.
3 marks	Briefly describes how the camera angle is used in a scene from the film including the meaning created.
2 marks	Briefly describes a key scene to a basic level. The angle is identified but not explained e.g. <i>The high angle is used in the last scene when XYZ happens.</i>
1 mark	Briefly describes a key scene in a basic way, possibly with some inaccuracies and no angle identified or angle identified but no description given e.g. <i>at the start.</i>
0 marks	No response attempted or no relevant response/response worthy of credit.

This question requires an angle rather than a shot type. Answers such as extreme close up or long shot will only be credited if the angle of the shot is also stated.

Candidates may identify:

- High angle
- Low angle
- Eye line
- Tilt
- Canted
- 60 degree

- (c) Briefly explore how cinematography creates meaning in a scene from your chosen film.

[5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	5 marks • Applies an excellent knowledge and understanding of cinematography • Excellent exploration of one sequence, using subject-specific terminology in an excellent and highly relevant way.
4	4 marks • Applies a good knowledge and understanding of cinematography • Good exploration of one sequence, using subject-specific terminology in a good and mainly relevant way.
3	3 marks • Applies a satisfactory knowledge and understanding of cinematography • Satisfactory exploration of one sequence, using subject-specific terminology in a satisfactory and reasonably relevant way.
2	2 marks • Applies basic knowledge and understanding of cinematography • Basic exploration of one sequence, using subject-specific terminology in a basic way with some relevance.
1	1 mark • Applies limited knowledge and understanding of cinematography • Limited exploration of one sequence, using little subject-specific terminology with minimal relevance.
	0 marks • No response attempted or no response worthy of credit.

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

Candidates are likely to consider:

- Camera shots
- Camera angles
- Camera movement
- Lighting
- Framing
- The typical meanings associated with any of the above
- Meaning, themes and connotations
- The meanings underlined in the sequence
- How the above generates audience response
- How the above adds to the audience understanding.

All valid alternative responses must be credited.

- (d) Explore how key elements of film form help to create a certain 'look' or 'mood' for the film.

In your answer, you may consider:

- Key elements of film form (i.e. mise en scene, editing, cinematography)
- Aesthetics and visual style
- Lighting and colour

[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	5 marks • Excellent demonstration of knowledge and understanding of elements of film.	9-10 Marks • 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. • Uses excellent points to develop a highly coherent point of view using excellent subject-specific terminology.
4	4 marks • Good demonstration of knowledge and understanding of elements of film.	7-8 Marks • 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. • Uses good points to develop a sound point of view using good subject-specific terminology.
3	3 marks • Satisfactory demonstration of knowledge and understanding of elements of film.	5-6 Marks • 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. • Uses satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.

2	2 marks Basic demonstration of knowledge and understanding of elements of film.	3-5Marks - 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. - Uses basic points to develop a basic point of view using basic subject-specific terminology.
1	1 mark Limited demonstration of knowledge and understanding of elements of film.	1-3 Marks - 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. - 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(d): Indicative content

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

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.
- 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.

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 4 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.