



GCSE MARKING SCHEME

AUTUMN 2021

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

INTRODUCTION

This marking scheme was used by WJEC for the 2021 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 2: GLOBAL FILM
AUTUMN 2021 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 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) Name **two** characters who are **different** from each other in the film you have studied. [2]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
2 marks	Names two characters from the film
1 mark	Names one character only
0 marks	No response attempted or no response worthy of credit.

- (b) How are these characters different? [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Good description of how the characters are different from each other.
2 marks	Adequate description of how the characters are different from each other.
1 mark	Basic description of the character – not necessarily describing how they are different.
0 marks	No response attempted or no relevant response/response worthy of credit.

Responses may include:

- *The characters' physical appearance*
- *The characters' personalities*
- *How the characters represent wider themes and issues*
- *Stereotypes*

All valid alternative responses must be credited.

- (c) Briefly outline any character you sympathise with in the film you have studied and explain why. [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 how the audience are positioned with a character. • Where appropriate, uses 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 how the audience are positioned with a character. • Where appropriate, uses 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 how the audience are positioned with a character. • Where appropriate, uses 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 how the audience are positioned with a character. • Where appropriate, uses 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 how the audience are positioned with a character. • Little subject-specific terminology with minimal relevance.
	<p style="text-align: center;">0 marks</p> <p style="text-align: center;">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.

Candidates are likely to consider:

- Which character they sympathise with at the start of the film.
- Why they sympathise with this character.
- How the audience have been positioned with this character.
- The use of elements of film form in order to help position the audience.
- The meanings and responses generated.

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) How are key elements of film form are used to introduce any **two** characters from the film you have studied.

In your answer, you may consider:

- Camera shots and camera movement
- Props and costume
- Your opinion of the characters

[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>5 marks</p> <ul style="list-style-type: none"> • Excellent demonstration of knowledge and understanding of elements of film. 	<p>9-10 marks</p> <ul style="list-style-type: none"> • Applies an excellent knowledge and understanding of how the characters have been introduced. • Applies an excellent analysis of the character introductions. • Makes excellent points to develop a highly coherent point of view using excellent subject-specific terminology.
4	<p>4 marks</p> <ul style="list-style-type: none"> • Good demonstration of knowledge and understanding of elements of film. 	<p>7-8 marks</p> <ul style="list-style-type: none"> • Applies a good knowledge and understanding of how the characters have been introduced. • Applies good analysis of the character introductions. • Makes good points to develop a sound point of view using good subject-specific terminology.
3	<p>3 marks</p> <ul style="list-style-type: none"> • Satisfactory demonstration of knowledge and understanding of elements of film. 	<p>5-6 marks</p> <ul style="list-style-type: none"> • Applies a satisfactory knowledge and understanding of how the characters have been introduced. • Applies satisfactory analysis of the character introductions. • Makes satisfactory points to develop a reasonable point of view using satisfactory subject-specific terminology.
2	<p>2 marks</p> <ul style="list-style-type: none"> • Basic demonstration of knowledge and understanding of elements of film. 	<p>3-4 marks</p> <ul style="list-style-type: none"> • Applies a basic knowledge and understanding of how the characters have been introduced. • Applies basic analysis of the character introductions. • Makes basic points to develop a basic point of view using basic subject-specific terminology.
1	<p>1 mark</p> <ul style="list-style-type: none"> • Limited demonstration of knowledge and understanding of elements of film. 	<p>1-2 marks</p> <ul style="list-style-type: none"> • Applies limited knowledge and understanding of how the characters have been introduced. • Applies limited analysis of the character introductions. • 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 1(d): Indicative content

GENERALISED INDICATIVE CONTENT –

Responses are likely to:

- Identify key sequence(s) involving the introductions of the chosen characters. One sequence which introduces both characters at once is sufficient. A different sequence for each character is also acceptable. As ever, the level of detail and complexity of analysis will be of primary value.
- Analyse the character introductions considering how elements of film form contribute to the communication of key ideas.
- The candidate's own interpretation and opinion of the characters when they are first introduced.
- How the audience have been positioned with certain characters.
- The answer may include a discussion on how the characters are similar or different to each other.
- Consider how the characters represent or introduce different themes and issues in the film.
- 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 characters are similar or different from each other. There will likely be discussion about the role and function of these characters and how they will help organize and shape the narrative, creating meaning for the audience and generating audience response. It is likely that the candidate will discuss how the audience are positioned with certain characters (or not) when they are first introduced.
- **Band 4** responses will analyse the character introductions 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 B: Global non-English language film

2. (a) Identify a **key** setting or location from the film you have studied. [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 setting or location. [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) Briefly explore the link between this setting or location and a key theme or issue in the film you have studied. [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 sequence is used, 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) Explore how people **and/or** places are represented in the film you have studied. Refer to at least **one** key sequence.

In your answer, you may consider:

- Gender, age, ethnicity and/or culture
- Key elements of film form (i.e. cinematography, mise-en-scene etc)
- 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 in relation to representation and setting. 	<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 people and/or places are 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 in relation to representation and setting. 	<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 people and/or places are 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 in relation to representation and setting. 	<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 people and/or places are 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 in relation to representation and setting. 	<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 people and/or places are 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 in relation to representation and setting. 	<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 people and/or places are 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</p> <p>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 –

Responses are likely to explore:

- Identify a key sequence which can be analysed in terms of people and/or place. Candidates may refer to more than one sequence. The level of detail and complexity of analysis will be of primary value.
- Analyse the representation of people and/or place within the sequence selected.
- Consider how elements of film form contribute to the communication of key ideas.
- Consider gender, age, ethnicity and/or culture.
- Reference the views and attitudes expressed by these representations.
- Consider how far the representations 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 representations looked at. 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 people and/or place 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 people and/or place 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

3. (a) Identify **one** key colour used in the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Clearly identifies one key colour used in the film.
0 marks	No response attempted or no response worthy of credit.

- (b) Briefly outline what this use of colour would typically suggest. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Briefly describes what this use of colour would typically suggest to a good level.
3 marks	Briefly describes what this use of colour would typically suggest to an adequate level.
2 marks	Briefly describes what this use of colour would typically suggest to a satisfactory level.
1 mark	Briefly describes what this use of colour would typically suggest in a basic way, possibly with some inaccuracies.
0 marks	No response attempted or no relevant response/response worthy of credit.

- (c) Explore how lighting **and/or** colour are used in the film you have studied. You should refer to at least **one** key sequence.

In your answer, you may consider:

- Meanings and emotions
- The mood and look of the film
- Style and genre

[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 in relation to lighting and/or colour. 	<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 lighting and/or colour 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	<p style="text-align: center;">4 marks</p> <ul style="list-style-type: none"> • Good demonstration of knowledge and understanding of elements of film in relation to lighting and/or colour. 	<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 lighting and/or colour 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	<p style="text-align: center;">3 marks</p> <ul style="list-style-type: none"> • Satisfactory demonstration of knowledge and understanding of elements of film in relation to lighting and/or colour. 	<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 lighting and/or colour 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	<p style="text-align: center;">2 marks</p> <ul style="list-style-type: none"> • Basic demonstration of knowledge and understanding of elements of film in relation to lighting and/or colour. 	<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 lighting and/or colour 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	<p style="text-align: center;">1 mark</p> <ul style="list-style-type: none"> • Limited demonstration of knowledge and understanding of elements of film in relation to lighting and/or colour. 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • Applies limited knowledge and understanding of aesthetics and visual style. • Makes limited points on how lighting and/or colour 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.
<p>0 marks No response attempted or no response worthy of credit.</p>		

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:

- The use of lighting and colour in the chosen film.
- Candidates may consider whether the lighting and colour used helps create a certain ‘look’ or ‘feel’ in the film.
- At least one key moment should be analysed. Candidates may refer to only one sequence or several sequences; 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 aesthetic qualities 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.
- The candidate may analyse the use of lighting and colour in terms of typicality, stereotypicality, subversion and challenge.

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 use of colour and lighting within the film, whether they are typical or not and how they help contribute to the overall aesthetics of the film. 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 use of colour and lighting 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.