



GCSE MARKING SCHEME

SUMMER 2023

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

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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: NARRATIVE, REPRESENTATION AND FILM STYLE

SUMMER 2023 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 (produced outside US)

Answer **question 1** on **one** of the following films:

- *Rabbit-Proof Fence* (Noyce, Australia, 2002)
- *Slumdog Millionaire* (Boyle, UK, 2008)
- *District 9* (Blomkamp, South Africa, 2009)
- *An Education* (Scherfig, UK, 2009)
- *Song of the Sea* (Moore, Eire, 2014)

0 1 (a) Identify **one** important sequence in the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Identifies a key sequence.
0 marks	No response attempted or no response worthy of credit. Sequence identified that is not key.

Responses may include:

Any sequence identified that the candidate deems to be important. This can be broad such as ‘the opening’ or more specific, pinpointing an exact moment.

(b) Briefly describe where this sequence fits into the film’s plot. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Excellent description of where the sequence identified fits into the film’s plot.
3 marks	Good description of where the sequence identified fits into the film’s plot.
2 marks	Adequate description of where the sequence identified fits into the film’s plot.
1 mark	Basic description of where the sequence identified fits into the film’s plot.
0 marks	No response attempted or no relevant response/response worthy of credit.

Responses may include:

The candidates may describe where the sequence is in terms of the plot and how the sequence fits into the plot by addressing how it affects the narrative. It may be that the sequence they have chosen introduces the characters or the problem, is the inciting incident, takes the story in a new direction, resolves conflicts, provides a resolution etc.

All valid alternative responses must be credited.

- 0 1** (c) Discuss how the key elements of film form are used to create meaning at the end of the film you have studied.

In your answer you may consider:

- cinematography, mise-en-scène, editing, sound
- themes and issues
- representations of 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 elements of film form are used during the resolution. • Applies an excellent analysis of the resolution. • 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 elements of film form are used during the resolution. • Applies good analysis of the resolution. • 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 elements of film form are used during the resolution. • Applies satisfactory analysis of the resolution. • 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 elements of film form are used during the resolution. • Applies basic analysis of the resolution. • 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 elements of film form are used during the resolution. • Applies limited analysis of the resolution. • 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 1(c): Indicative content

GENERALISED INDICATIVE CONTENT

Responses are likely to:

- Candidates will identify a scene or sequence during the resolution of the film and will analyse how the film form has been used within this.
- The sequence identified does not need to be the very last scene of the film as long as it can be reasonably argued as the end of the film.
- Candidates may wish to discuss events or scenes before / after their chosen sequence in order to show how the meaning created during the resolution has change. This is acceptable. As ever, the level of detail and complexity of analysis will be of primary value.
- Candidates may analyse the resolution considering how elements of film form contribute to the communication of key ideas. This may include the candidate's own interpretation and opinion.
- Candidates may look at what the resolution does to the narrative, how it effects characters or themes and how the audience have been positioned. The answer may include a discussion on how the narrative or characters were portrayed before this point and what this now means for the narrative / character.
- Candidates may consider any problems or conflicts that have been created or resolved and how it represents or introduces different themes and issues in the film.

POINTS ON DIFFERENTIATION

Candidates who do not explicitly analyse a sequence from the end of the film (as stipulated in the question) cannot be awarded a mark that exceeds 9/15 overall.

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 resolution and how it differs from the narrative at other points. They may discuss how this resolves any conflicts or problems (or not as the case may be) and how it effects the characters or creates meaning for the audience / generates audience response.
- **Band 4** responses will analyse the resolution 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

Answer **question 2** on **one** of the following films:

- *Spirited Away* (Miyazaki, Japan, 2001)
- *Tsotsi* (Hood, South Africa, 2005)
- *Let the Right One In* (Alfredson, Sweden, 2008)
- *The Wave* (Gansel, Germany, 2008)
- *Wadjda* (Al Mansour, Saudi Arabia, 2012)

0 2 (a) Identify **one** key prop used in the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Correctly identifies a key prop.
0 marks	No response attempted or no response worthy of credit. Prop identified is not key.

(b) Briefly describe how this prop is used to create meaning within the film. [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Briefly describes in an excellent way the chosen prop and suggests how it has been used to create meaning to an excellent level.
2 marks	Briefly describes in a satisfactory way the chosen prop and gives a satisfactory explanation of how it has been used to create meaning.
1 mark	Briefly describes in a basic way the chosen prop and gives as basic reason for how it has been used to create meaning.
0 marks	No response attempted or no relevant response/response worthy of credit.

For candidates to be rewarded 3 marks they must make some reference to the symbolism of their identified prop.

The prop should be described here so that the reader can visualise what they are identifying. The reasons given for the use of the prop could be linked to the narrative or to characters, themes or issues.

All valid alternative responses must be credited.

0 2 (c) What does costume tell you about one or two characters in the film? [6]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5-6	<ul style="list-style-type: none"> • Applies an excellent knowledge and understanding of the representation of the character/s through costume. • Clear links between the chosen character/s, costume and representation. • Excellent exploration of the character/s, using subject-specific terminology in an excellent and highly relevant way.
3-4	<ul style="list-style-type: none"> • Applies a satisfactory knowledge and understanding of the representation of the character/s through costume. • Good links between the chosen character/s, costume and representation. • Satisfactory exploration of the character/s, using subject-specific terminology in a good and relevant way.
1-2	<ul style="list-style-type: none"> • Applies basic knowledge and understanding of the representation of the character/s through costume. • Some links between the chosen character/s, costume and representation. • Basic exploration of the character/s, using subject-specific terminology in a satisfactory and reasonably relevant way.
0	<ul style="list-style-type: none"> • No response attempted or no response worthy of credit.

Candidates may approach this question in a number of ways. They may explore one character's costume to an excellent standard and therefore be awarded up to 6 marks; they may explore two separate characters' costumes to a good standard and be awarded up to three marks for each area of discussion; they may explore two costumes worn by a single character and be awarded 3 marks for each area of discussion.

Candidates are likely to consider:

- Costume how it links to the character
- What the character is like – physical appearance, behaviour, attitude etc.
- What this character and / or the costume may represent.

All valid alternative responses must be credited.

0 2 (d) Explore how mise-en-scène links to the themes of the film you have studied.

In your answer, you may consider:

- themes related to representation or characters
- themes related to context (for example, social, cultural, historical)
- mise-en-scène (setting, props, costume, hair, make up)

[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>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 themes. • Applies excellent analysis of how mise-en-scène creates meaning. • Makes excellent points to develop a highly coherent and relevant 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 good knowledge and understanding of themes. • Applies good analysis of how mise-en-scène creates meaning. • 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 satisfactory knowledge and understanding of themes. • Applies satisfactory analysis of how mise-en-scène creates meaning. • 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 themes. • Applies basic analysis of how mise-en-scène creates meaning. • 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 themes. • Applies limited analysis of how mise-en-scène creates meaning. • 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. Candidates who do not explicitly reference their chosen film's themes (as stipulated in the question) cannot be awarded a more that exceeds 9/15 overall.

GENERALISED INDICATIVE CONTENT

Responses are likely to:

- Identify a key sequence which can be analysed in terms of setting and mise-en-scène.
- Analyse how these aspects of film form help to convey themes and issues.
- Candidates may refer to more than one sequence. The level of detail and complexity of analysis will be of primary value.
- Analyse the themes present within the chosen sequence.
- Consider how elements of film form contribute to the communication of key ideas.
- The meanings expressed by setting and mise-en-scène

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 themes and issues of the film and what perspectives they offer audiences. There will likely be discussion about how representations create meaning for and generate responses from the audience. Higher level responses will analyse the reasonings behind these representations and the messages behind them.
- **Band 4** responses will analyse the themes and issues 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 (produced after 2010)

Answer **question 3** on **one** of the following films:

- *Submarine* (Ayoade, UK, 2010)
- *Attack the Block* (Cornish, UK, 2011)
- *My Brother the Devil* (El Hosaini, UK, 2012)
- *Skyfall* (Mendes, UK, 2012)
- *Brooklyn* (Crowley, UK, 2015)

0 3 (a) Identify the genre of the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Correctly identifies the genre.
0 marks	No response attempted or no response worthy of credit.

(b) Briefly outline **two** genre conventions in the film you have studied. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Briefly outlines two genre conventions to a good level.
3 marks	Briefly outlines two genre conventions to a satisfactory level.
2 marks	Briefly outlines two genre conventions to a basic level.
1 mark	Briefly outlines only one genre convention.
0 marks	No response attempted or no relevant response/response worthy of credit.

Q3.b Candidates who only identify one genre convention can only be awarded 2 marks

0 3

(c) How typical of its genre is 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 whether the genre of the film is typical or atypical. • 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 whether the genre of the film is typical or atypical. • 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 whether the genre of the film is typical or atypical. • 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 whether the genre of the film is typical or atypical. • 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 whether the genre of the film is typical or atypical. • Little subject-specific terminology with minimal relevance.
	<p style="text-align: center;">0 marks</p> <p>No response attempted or no response worthy of credit.</p>

Candidates are likely to consider:

Candidates will discuss how the film is typical or atypical of the genre. They are likely to discuss genre conventions and the look / mood of the film in terms of communicating to the audience ideas of genre, themes, characters and / or narrative.

All valid alternative responses must be credited.

- 0 3** (d) Explore how the look or style of the film you have studied reflects its genre. Refer to **one or more** key sequences from your film.

In your answer you may consider:

- elements of film form (cinematography, mise-en-scène, editing)
- style and genre conventions
- narrative conventions linked to 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>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 aesthetics, visual style and genre. • Makes excellent points on how various elements of film form help create the 'look' or style of a film. • Uses 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 good knowledge and understanding of aesthetics, visual style and genre. • Makes good points on how various elements of film form help create the 'look' or style of a film. • Uses 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 satisfactory knowledge and understanding of aesthetics, visual style and genre. • Makes satisfactory points on how various elements of film form help create the 'look' or style of a film. • Uses 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 basic knowledge and understanding of aesthetics, visual style and genre. • Makes basic points on how various elements of film form help create the 'look' or style of a film. • Uses 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 aesthetics, visual style and genre. • Makes limited points on how various elements of film form help create the 'look' or style 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(d): Indicative content

Candidates who do not clearly explore the look or style of their chosen film (as stipulated in the question) cannot be awarded a more than 9/15 overall.

GENERALISED INDICATIVE CONTENT

Responses are likely to explore:

- At least one key sequence should be analysed. Candidates may refer to more sequences if they wish. The level of detail and complexity of analysis will be of primary value.
- Consider how elements of film form (cinematography, lighting, mise-en-scène, editing) 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 or communicates to the spectator.
- The candidate may analyse the use of lighting and colour in terms of typicality, stereotypicality, subversion and challenge.
- Genre conventions and typicality.

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 what the look or feel is and how it has been created. They will discuss whether they are typical or not for that genre and how they help contribute to the overall aesthetics of the film / why they have been created. 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 or feel 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.