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# **GCSE MARKING SCHEME**

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**SUMMER 2022**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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 2022 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) What do you understand by the term 'plot?' [2]

<b>Band/marks</b>	<b>AO1 Demonstrates knowledge and understanding of elements of film</b>
<b>2 marks</b>	Gives an adequate/good answer which is clear and correct.
<b>1 mark</b>	Gives a basic answer.
<b>0 marks</b>	No response attempted or no response worthy of credit.

**Responses may include:**

- Any reference to when something happens to take the story in a new direction. Plot points and act structure may be referenced.
- E.g. A turning point is when something happens in the film that causes the story to go in a new direction. This often signifies the end of an act / start of a new act and often means the protagonist will be following a different path or facing a challenge he/she otherwise would not have faced.

- (b) Briefly describe a turning point in the plot of the film you have studied [3]

<b>Band/marks</b>	<b>AO1 Demonstrates knowledge and understanding of elements of film</b>
<b>3 marks</b>	Good description of a turning point within the film.
<b>2 marks</b>	Adequate description of a turning point within the film.
<b>1 mark</b>	Basic description of a turning point within the film.
<b>0 marks</b>	No response attempted or no relevant response/ response worthy of credit.

**Responses may include:**

- Describing the events that take place
- Discussing how this takes the story in a new direction
- Problems or conflicts that have been caused or resolved

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

- (c) Discuss how elements of film form create meaning during **one** key plot point in the film you have studied.

In your answer, you may consider:

- A key sequence from the film
- How film form creates meaning
- Narrative and themes

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

## Question 1(c): Indicative content

Responses are likely to:

- Identify a key plot point in the film. This can be any moment or event within the narrative of the film.
- Candidates may wish to discuss events or scenes before / after the plot point in order to show how the key sequence in question has caused change. This is acceptable. As ever, the level of detail and complexity of analysis will be of primary value.
- Analyse the plot point considering how elements of film form contribute to the communication of key ideas.
- The candidate's own interpretation and opinion of the plot point.
- How the audience have been positioned with certain characters.
- The answer may include a discussion on how the narrative or characters were portrayed before this point and what the event means for the narrative / character.
- Consider any problems or conflicts that have been created or resolved by the plot point as well as how it represents or introduces different themes and issues in the film.
- They may discuss how the plot point generates 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 the key plot point and how it differs from the narrative beforehand. They may discuss how this point effects the remainder of the story and how it will help organize and shape the narrative, effect characters and create meaning for the audience / generate audience response. It is likely that the candidate will discuss how the plot point introduces or highlights themes and issues in the film.
- **Band 4** responses will analyse the plot point 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.

*E.g. In District 9 candidates may identify the moment Wikus gets infected as a key plot point. They may analyse this scene in detail using elements of film form however they may also describe what Wikus was like before this incident and how the aliens were being treated. They will discuss the importance of this moment on Wikus and the narrative as a whole and will discuss how this will now take the film in a new direction. Candidates may discuss what happens to Wikus and how this turning point will eventually lead him to become a changed man both physically and mentally, readdressing his morals and beliefs.*

**All valid alternatives must be credited.**

## Section B: Global non-English language film

2. (a) Identify one **adult** character in the film you have studied. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Correctly names an adult character.
0 marks	No response attempted or no response worthy of credit. No name given.

- (b) Briefly describe this character's appearance and behaviour. [4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Briefly describes, in an excellent way, the chosen character's appearance and behaviour.
3 marks	Briefly describes, in a good way, the chosen character's appearance and behaviour.
2 marks	Briefly describes, in a satisfactory way, the chosen character's appearance and behaviour.
1 mark	Briefly describes, in a basic way, the chosen character's appearance and behaviour.
0 marks	No response attempted or no relevant response/response worthy of credit.

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

- (c) Describe how adult characters are represented in the film you have studied. [5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p><b>5 marks</b></p> <ul style="list-style-type: none"> <li>• Applies an excellent knowledge and understanding of the representation of adult characters.</li> <li>• Excellent knowledge and understanding of representations of age.</li> <li>• Excellent exploration of character(s), using subject-specific terminology in an excellent and highly relevant way.</li> </ul>
4	<p><b>4 marks</b></p> <ul style="list-style-type: none"> <li>• Applies a good knowledge and understanding of the representation of adult characters.</li> <li>• Good knowledge and understanding of representations of age.</li> <li>• Good exploration of character(s), using subject-specific terminology in a good and relevant way.</li> </ul>
3	<p><b>3 marks</b></p> <ul style="list-style-type: none"> <li>• Applies a satisfactory knowledge and understanding of the representation of adult characters.</li> <li>• Sound knowledge and understanding of representations of age.</li> <li>• Satisfactory exploration of character(s), using subject-specific terminology in a satisfactory and reasonably relevant way.</li> </ul>
2	<p><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Applies basic knowledge and understanding of the representation of adult characters.</li> <li>• Basic knowledge and understanding of representations of age.</li> <li>• Basic exploration of character(s), using subject-specific terminology in a basic way with some relevance.</li> </ul>
1	<p><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Applies limited knowledge and understanding of the representation of adult characters.</li> <li>• Limited to no links between the chosen character and others and representation of age.</li> <li>• Limited exploration of character(s) using little subject-specific terminology with minimal relevance.</li> </ul>
	<p><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• No response attempted or no response worthy of credit.</li> </ul>

*If no link is made between the character chosen in part (a) and other older character in the film, candidates may not be awarded more than a band 3.*

Candidates are likely to consider:

- What the chosen character is like – physical appearance, behaviour, attitude etc.
- Whether this character is typical of other older characters in the film.
- What this character and other older characters may represent

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

- (d) Explore how age is represented in **one** or **two** key sequences from the film you have studied.

In your answer, you may consider:

- How younger characters are represented compared to older characters
- Key elements of film form (i.e. cinematography, mise-en-scène etc)
- Contexts (i.e. social, historical, cultural etc)

[15]

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

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

## Question 2(d): Indicative content

Responses are likely to explore:

- Identify a key sequence which can be analysed in terms of age. 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 age within the sequence selected.
- Consider how elements of film form contribute to the communication of key ideas.
- 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 age 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.

*E.g. In Tsotsi the candidates may discuss how older characters are often represented as the more respectable members of society, often in roles of responsibility (such as police) or having a higher status such as John and Pumla's wealthy status and nice home. They may discuss how they are also represented as victims of crime (John and Pumla's baby is taken, Morris' is in a wheelchair, the man at the train station is killed). In contrast the younger members of society are represented as thugs and criminals. The analysis of these representations will be looked at in terms of elements of film form but should also look at contexts and themes / issues. Higher ability students may discuss how younger characters are also represented as victims (the baby is stolen, Tsotsi and his gang were lost or abandoned as youngsters, living in pipes etc). They may look at the idea that both young and old characters are victims of their environment.*

**All valid alternatives must be credited.**

### Section C: Contemporary UK film

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

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

- (b) Briefly describe the mood or look of this location or setting. [4]

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

(c) Briefly explore how the mood or look of the film makes you feel.

[5]

Band	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p><b>5 marks</b></p> <ul style="list-style-type: none"><li>• Applies an excellent knowledge and understanding of how the mood or look of the film creates meaning.</li><li>• Where appropriate, uses subject-specific terminology in an excellent and highly relevant way.</li></ul>
4	<p><b>4 marks</b></p> <ul style="list-style-type: none"><li>• Applies a good knowledge and understanding of how the mood or look of the film creates meaning.</li><li>• Where appropriate, uses subject-specific terminology in a good and mainly relevant way.</li></ul>
3	<p><b>3 marks</b></p> <ul style="list-style-type: none"><li>• Applies a satisfactory knowledge and understanding of how the mood or look of the film creates meaning.</li><li>• Where appropriate, uses subject-specific terminology in a satisfactory and reasonably relevant way.</li></ul>
2	<p><b>2 marks</b></p> <ul style="list-style-type: none"><li>• Applies basic knowledge and understanding of how the mood or look of the film creates meaning.</li><li>• Where appropriate, uses subject-specific terminology in a basic way with some relevance.</li></ul>
1	<p><b>1 mark</b></p> <ul style="list-style-type: none"><li>• Applies limited knowledge and understanding of how the look or feel of the film creates meaning.</li><li>• Little subject-specific terminology with minimal relevance.</li></ul>
	<p><b>0 marks</b></p> <p>No response attempted or no response worthy of credit.</p>

Candidates are likely to consider:

- The look or mood of the film
- How the look or mood creates meaning
- How the look or mood creates audience response
- What the look or mood says about the film.
- The use of elements of film form.
- The meanings and responses generated.

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

- (d) Explore how far the film you have studied has a distinct look or style throughout. Refer to at least **one** key sequence.

In your answer you may consider:

- Elements of film form (i.e. cinematography, mise-en-scène etc)
- Style and genre
- The filmmakers' intentions and influences

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

<b>2</b>	<p style="text-align: center;"><b>2 marks</b></p> <ul style="list-style-type: none"> <li>• Basic demonstration of knowledge and understanding of elements of film.</li> </ul>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Applies basic knowledge and understanding of aesthetics and visual style.</li> <li>• Makes basic points on how various elements of film form help create a distinct 'look' or 'feel' of a film.</li> <li>• Uses basic points to develop a basic point of view using basic subject-specific terminology.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1 mark</b></p> <ul style="list-style-type: none"> <li>• Limited demonstration of knowledge and understanding of elements of film.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Applies limited knowledge and understanding of aesthetics and visual style.</li> <li>• Makes limited points on how various elements of film form help create 'look' or 'feel' of a film.</li> <li>• Makes limited or no relevant points resulting in a vague or limited point of view with a lack of subject-specific terminology.</li> </ul>
	<p><b>0 marks</b></p> <p>No response attempted or no response worthy of credit.</p>	

### 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:

- At least one key sequence should be analysed. Candidates may refer to only one sequence or 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 what the look or feel is and how it has been created. They will discuss whether they are typical or not 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.***