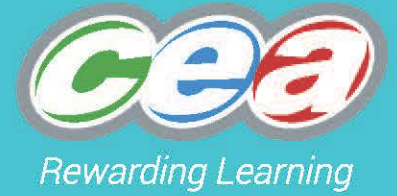# GCSE

![CCEA Rewarding Learning logo]

CCEA GCSE
Exemplifying Examination
Performance

Moving Image Arts

This is an exemplification of candidates' performance in GCSE examinations (Summer 2016) to support the teaching and learning of Moving Image Arts.

EXEMPLIFYING EXAMINATION PERFORMANCE

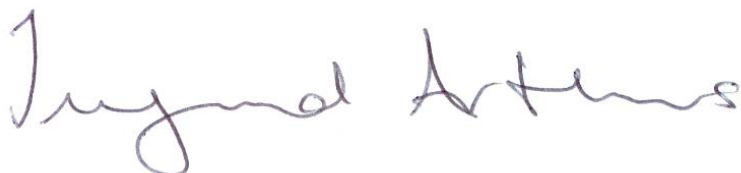## GCSE Moving Image Arts

Introduction

These materials illustrate aspects of performance from the 2016 summer GCSE examination series of CCEA's revised GCSE Specification (for first teaching September 2014).

Students' grade A and C responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes

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GCSE: Moving Image Arts

Component 1:
Critical Understanding of Creative and Technical Moving Image Production

Grade: A Exemplar

Section A

Q1   Identify the shot type in this screen shot. [1]

Student's response

wide shot

Examiner's comments

This is a valid response.
Mark awarded: 1

Q2   What is cross-cutting? [2]

Student's response

Croscutting is a kind of editing where two separate events take place and they are shown as if they are happening together in a way that places them together and makes them look like they are linked. In strangers on a train for example where two people are both walking and cross cutting is used to make it look like they might end up meeting by showing both their actions side by side to make them appear connected and like they were going to meet.

Examiner's comments

A valid and well-articulated response. Specific examples of the technique are not necessary.
Mark awarded: 2

Q3a What camera angle is being used? [1]

Student's response

low angle

Examiner's comments

This is a valid response.
Mark awarded: 1

Q3b What impression of the characters is the director trying to create? [1]

Student's response

they are stronger than the victim and he could be suggesting they are villans

Examiner's comments

This response conveys the powerful or intimidating impression.
Mark awarded: 1

Q3c Describe how the director uses other film language elements to add to this impression. [2]

Student's response

he uses a key light, with no filler light, to create shadows on their faces making them look menacing. Furthermore, they are dressed all in black and the dark clothes and menacing facial expressions would also lead the audience to see their dangerous.

Examiner's comments

The candidate shows some insight into how lighting and mise-en-scene have been used to create an intimidating mood.
Mark awarded: 2

Q4a Identify two diegetic elements of sound that are used in this sequence. [2]

Student's response

sound of the engine of the trucks and the sound of the truck's breaks along the road as it is turned quickly.

Examiner's comments

Two distinct elements of diegetic sound have been identified.
Mark awarded: 2

Q4b Explain how the two sound elements identified in question 4(a) are used to create the mood in this sequence. [4]

Student's response

The sound of the trucks engine highlights the high speeds that it is going at, which creates an element of danger for the protagonist and creates excitment in the audience. The sound of the breaks creates dread and suspense as the audience worry about the protagonist being thrown off the truck.

Examiner's comments

Gives two well-considered explanations of the impact on the audience of the elements identified in 4a.
Mark awarded: 4

Q5a Choose two features of the woman's appearance and/or her surroundings and explain what they can tell the audience about her character. [6]

Student's response

This is an action heroine in a futuristic setting. She appears to be involved in a conflict but defies stereotypical norms by being caught up in the action and not needing a male hero to save her. The audience can tell this from the futuristc weapon she is carrying and ready to use. Also, the heroine has a short cropped hair style making her seem more masculine and tomboyish, showing she is not obsessed with looks and beauty and that she is more preoccupied with the impending fight she will soon be in, shown through her strong and tough facil expression.

Examiner's comments

Gives two well-considered explanations of the woman's appearance or surroundings, displaying a high degree of insight. This is an excellent response.
Mark awarded: 6

Q5b Define what is meant by 'representation' in relation to characters in films. [2]

Student's response

Representation refers to how a group in socitey, eg females, are presented in the film in either a stereotypical fashion, eg a damsel in distress or breaking genre conventions, eg a female commander of a male army.

Examiner's comments

A well-articulated definition showing a clear understanding of gender representation in films.
Mark awarded: 2

Q5c How are women stereotypically represented in sci-fi/horror films? [2]

Student's response

In horror films, women are usually represented as the helpless victim or the 'dumb blonde' who attracts the monster or superanatural being. In science fiction, they used to be the male protagonist's love interest but now are strong and independent female heroines are appearin, for example Black Widow in the Marvel Cinematic Universe.

Examiner's comments

A well-articulated description showing a clear understanding of the representation of women in sci-fi/horror films.
 Mark awarded: 2

Q6a Identify two genres referenced in this sequence. [2]

Student's response

Action/Adventure and science fiction.

Examiner's comments

Two valid genres have been identified. NB: animation is a technique, not a genre.
Mark awarded: 2

Q6b List two examples of iconography in this sequence that are characteristic of either genre. [2]

Student's response

Superpowered humans whose abilities allow them to help earth and futuristic helicopters and weapons.

Examiner's comments

These are two valid examples of iconography.
 Mark awarded: 2

Q6c Analyse how the director uses camera technique and sound to show the speed of Dash in this sequence. You will be assessed on your quality of written communication in this question. [8]

Student's response

The director uses fast tracking shots to show Dash running and also to show his eyeline match so we see how fast the landscape flys past and Dash is running. Furthermore the use of POV shots from the men in the helicopter highlight the speed at which he is running as he is nearly outrunning the shot. In the desert landscape the director uses a very wide shot in which Dash runs in the entire length of the screen in less than a second, highlighting his super speed. Finally the dolly shot, in the final scene of him running before he grabs the vine, highlights his speed as he gets closer and closer to the camera.

The diagetic sound of Dash's quick feet highlight to the audience Dash's speed as it is constant and drives the pace of the scene forward. Furthermore the fast non - diagetic sound of the music is fast paced thanks to the xylophone which is driving the rhythm forward. Fianlly the sound of the wind whistling as Dash runs pat plants and the camera highlights his fasts speeds.

Examiner's comments

This concise and balanced response shows good understanding of both camera and sound. The candidate shows a high degree of insight and offers convincing analysis with frequent use of appropriate terminology.
Mark awarded: 7

Section B

Q7 Compare and contrast how the directors of these two film sequences use mise-en-scène to transport the viewer to another reality. You will be assessed on your quality of written communication in this question. [15]

Student's response

In clip 1, the viewer is transported to a reality of joy and happiness as seen through the use of bright colours and flowers, both symbols of peace and joy. In contrast, clip 2 transports the viewer to a harsh dstopyian future where humans have been eradicated by machines and where pain and suufering has been endured, seen through the uses of low key lighting full of shadows and the dark colours of black and grey, as well as the skulls lying everywhere. Firstly, the directors both use sound effeciently to show their different realities. In the first clip, the sound is full of choiral singing highlighting the awe that Dorothy feels towards this new and beautiful paradise. Also the fairy sounds used when Galinda the good fairy appears highlight that is a magical reality. This contrasts heavily to the 2nd clip, where the director doesn't use any music but uses eerie sounds of the wind to highlight the lack of normal diagetic sound. This conveys to the audience that the humans are gone and creates a suspenseful and tense atmosphere. The use of a voice over of an unknown female fills the viewer in on what has happened. Then the emptiness is broken by the sounds of explosins and lasers shooting after the audience is introduced to the robots who have destroyed the humans. This is extremely effective as it shocks the reader and creates a sense of horror and dread. Furthermore, the use of lighting is used effectivly by both directors as in the 1st clip the happy and joyful mood atmosphere is reflected in the bright and warm 3 point lighting used. It creates a Hollywood effect and assures the reader of the light - heartedness of the film. In contrast, the 2nd clip features very harsh lighting with very little lights, up until the robot appears upon which a harsh key light is added to create shadows on the robot to make it even more meanacing. Also the use of just blacks and greys means the red eyes of the robot stand out more showing his evilness. It also helps the explosins and lasers stand out against the black sky highlighting war and death are caused by their merciless machines. Finally the use of props and costumes in the scenes add to the atmospheres. In the 1st clip the dress on Dorothy makes her seem very innocent and highlights her sweet nature while the flowers on the munchins and their strange skin colours create a sense that the viewer is in a whole different and strange world. This is again emphasised by the huge flowers which are unnaturally large and the method of travelling in a bubble by the good fairy also highlights the strange reality the viewer is in, however it looks like a fun and silly reality as the effects are almost childish, ensuring the viewer of a fun and happy film. This contrasts severly with the 2nd clip which has the empty and destroyed cars and the very effective use of showing a ruined childrens' playground, shows the reader that all the innocent things in the world have been destroyed and not even children are safe, reinforcing the genre of horror science fiction and creating shock and horror in the audience. Also the amount of skulls and skeletons lying around is disturbing and distressing for the audience as they get the feel of the dangerous and evil machines that have caused this damage.

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Examiner's comments

This is an insightful and convincing analysis of the use of mise-en-scene. The candidate confidently compared the sequences, commenting on multiple mise-en-scene elements and their emotional impact. However, the response drifted off task, analyzing areas of film language not relevant to the question. Such comments cannot be credited.
 Mark awarded: 11

Section C

Q8   Name two Hollywood movie studios. [2]

Student's response

Universal Studios and Warner Brothers Studios.

Examiner's comments

These are two valid Hollywood movie studios.
Mark awarded: 2

Q9   List four responsibilities of a Producer. [4]

Student's response

Set the budget for the film.
Ensure the performers all sigh consent forms and sort out any legal matters with the performers.
Ensure all the necessary crew and equipment have been hired or employed.
Decide the broadcasting matters and get funding from either the Hollywood studios or and independent funder.

Examiner's comments

Four valid roles of a Producer have been cited: budgeting, hiring, securing consent and securing funding.
Mark awarded: 4

Q10 What is the purpose of a Call Sheet? [1]

Student's response

A call sheet is provided to all actors and crew members and tells them which cast will be needed on set and what crew will be needed to work the equipment needed for certain times during a certain day.

Examiner's comments

This is a valid response.
Mark awarded: 1

Q11a Identify two health and safety hazards you may encounter. [2]

Student's response

A person being burnt by a lighting rig.

Someone tripping and falling over wires on a set.

Examiner's comments

These are two distinct hazards.
Mark awarded: 2

Q11b   Describe the precautions you would take to deal with each hazard
identified in 11(a). [4]

Student's response

*For the lighting rig it is important to make sure the lights are clearly labelled as very
hot and dangerous. Only certified technicions with permit should be allowed to touch
the rig. And if someone does get burnt, immediatly run burn under cold water and
put on a bandage.*

Examiner's comments

The candidate describes two sensible precautions that show clear understanding of
how to deal with the hazards identified.
Mark awarded: 4

Q12a   A car travelling along a city street. [1]

Student's response

Tracking shot.

Examiner's comments

A valid shot type.
Mark awarded: 1

Q12b   A character climbing a ladder. [1]

Student's response

*A low angle shot of the character climbing mixed with a high angle shot from the top
of the ladder to show the height.*

Examiner's comments

A valid shot type.
Mark awarded: 1

Q12c   Explain your reason for selecting each technique from 12(a) and 12(b). [4]

Student's response

It keeps the car constantly in frame which showing the city street, allowing our focus to stay on the car.
It shows both the angles of him climbing the ladder and the height he achieves.

Examiner's comments

These are two well-articulated reasons for selecting the shot types.
Mark awarded: 4

Q13   What is a .WAV file? [1]

Student's response

A file used to transport finished footage on.

Examiner's comments

This is incorrect.
Mark awarded: 0

Q14   Study the short script extract below. Create a shot list based on the script using a maximum of 11 shots. Draw on your knowledge of genre-appropriate techniques to make your shot choices.

Use the table provided to clearly identify each shot choice and describe the onscreen action. The first shot has been done for you. [10]

Student's response

Shot Type Shot Description - Action on Screen
A wide high angle shot Julie is walking down a dark alleyway, checking messages on her phone.
Mid Shot *Light from her phone illuminates her face. She hears a noise, stops, turns and listens.*
POV Shot *JULIE stares at the bush.*
Long Shot - POV of stalker,
Tracking Shot *JULIE sees nothing, turns and walks on. STALKER startes to follow.*
Low angle *JULIE arrives home. She lookes around, spooked and slightly scared.*
Mid Shot *She opens the door and goes in.*
Tracking Shot - behind JULIE *Camera follows JULIE through the house, she drops her bags on the workbench.*
Close Up *JULIE looks out the window.*
POV - STALKER *STALKER sees JULIE, rushes toward the window and jumps up.*
Close UP *JULIE is startled.*
Mid Shot *JULIE jumps back, then realising its MOLLY, she opens the window and starts to stroke her, saying dialogue.*

Examiner's comments

An adequate ability to create a visual plan with generally appropriate genre elements and camera techniques. To merit a higher mark further consideration of camera movement and angles would be needed and shot sizes must be stated for POV and low angle shots.
Mark awarded: 6

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GCSE: Moving Image Arts

Component 1:
Critical Understanding of Creative and Technical Moving Image Production

Grade: C Exemplar

CCEA EXEMPLIFYING EXAMINATION PERFORMANCE

Section A

Q1 Identify the shot type in this screen shot. [1]

Student's response

Wide shot

Examiner's comments

This is a valid response.
Mark awarded: 1

Q2 What is cross-cutting? [2]

Student's response

Cross cutting is inputting a shot in between a different shot for example, 2 people having a conversation, a shot of a phone ringing, then back to the poeple who react to the sound of the ringing.

Examiner's comments

An invalid response which discusses editing but does not describe cutting between actions occurring at the same time in different locations, and the implied connection between them.
Mark awarded: 0

Q3a What camera angle is being used? [1]

Student's response

Low angle tilt.

Examiner's comments

Low angle is valid.
Mark awarded: 1

Q3b What impression of the characters is the director trying to create? [1]

Student's response

There sense of dominanse.

Examiner's comments

This response is clear enough for the mark.
Mark awarded: 1

Q3c Describe how the director uses other film language elements to add to this impression. [2]

Student's response

The director uses there facial expreesions to create a sense of dominase as well as these people do not look scared in anyway or fearful of what they been looking down apon.

Examiner's comments

This describes a valid but limited point on the use of mise-en-scene.
Mark awarded: 1

Q4a Identify two diegetic elements of sound that are used in this sequence. [2]

Student's response

Sound 1: sound of Bond running up the airplane steps

Sound 2: the noise when he jumped unto the truck there was a large bang and crash

Examiner's comments

Two valid examples have been cited: Bond's footsteps and the sound of his landing on the truck.
Mark awarded: 2

Q4b Explain how the two sound elements identified in question 4(a) are used to create the mood in this sequence. [4]

Student's response

The footsteps were used so that the audience could feel the tension and suspense and how quickly he needed to get up them.

The jump onto the truck was emphasised so that the audience would know how ergent it was and how much he really needed to get on it and by doing this the director was creating tention and making the audience more ammused.

Examiner's comments

The first point is well-considered enough for two marks. The second point is valid but displays only limited insight, so was awarded one mark.
Mark awarded: 3

Q5a Choose two features of the woman's appearance and/or her surroundings and explain what they can tell the audience about her character. [6]

Student's response

Two things that tell us about her character is that she has a gun which shows us that she might have a background in combat or might be fighting in a war at the moment. She has dirty clothes too so this might mean that she has been haiding out or has been in some kind of war camp. The planhts in the background look slimy and dangerous which might mean she has come from another planent and is trying to get away from it. The last thing we see about her is that she appears breathless from her facial expression and she is sweating which backs up our guess that she might be running away from somebody.

Examiner's comments

More than two valid features have been cited but none of them are considered in detail. Considering just two points but in more depth would have gained all six marks.
Mark awarded: 5

Q5b Define what is meant by 'representation' in relation to characters in films. [2]

Student's response

Representation relates to how the different kinds of characters in a film are represented

Examiner's comments

This response shows limited understanding and is too vague to be credited.
Mark awarded: 0

Q5c How are women stereotypically represented in sci-fi/horror films? [2]

Student's response

Women characters are usually good in this type of film or are someone who looks after the bad guy

Examiner's comments

A very basic and limited description with enough validity to be awarded a single mark (just).
Mark awarded: 1

Q6a Identify two genres referenced in this sequence. [2]

Student's response

Genre 1: action/adventure

Genre 2: comedy

Examiner's comments

Two valid genres have been identified.
Mark awarded: 2

Q6b List two examples of iconography in this sequence that are characteristic of either genre. [2]

Student's response

Guns relate to action/adventure films and when the we boy gets hit by the flies this is comedy.

Examiner's comments

The guns and the slapstick episode with flies are valid examples of iconography.
Mark awarded: 2

Q6c Analyse how the director uses camera technique and sound to show the speed of Dash in this sequence. You will be assessed on your quality of written communication in this question. [8]

Student's response

Majority of the time in the sequence we get a POV shot from one of the bad guys or a shot following dash almost as if we the audience are chasing him and cant keep up with his speed. There is also times where we get a POV of dash and it shows us in his perspective how much ground he is covering this is complemented by the side shots of the chase as dash is shown very quickly going from one side of the screen to the other. Sound shows the speed of dash in multiple ways, there is very quick footsteps as dash as running which are unrealistically fast. The music in the backround is also very very fast as it keeps up with dashs footsteps as he runs. The sound of the leaves and bushes moving as dash whistles past them also gives us an impression of how fast he is

Examiner's comments

A legitimate response with some explanation of how speed is conveyed through sound and camera. There is some use of appropriate terminology, demonstrating adequate understanding of technique. Had there been more accurate use of terminology, a higher mark would have been achieved.
Mark awarded: 4

Section B

Q7   Compare and contrast how the directors of these two film sequences use mise-en-scène to transport the viewer to another reality. You will be assessed on your quality of written communication in this question. [15]

Student's response

The first film sequence shows a girl and a dog in the middle of some fantasy town with lots of strange, big plants that reall small dwarf like people are hiding in. The costume off the small people are very bright and colourful and are like a camoflague to the flowers and plants around them. With the bright colours and flowers gives off a happy, peaceful and a fantasy mood. This would transport the audience into another reality filled with fantasy creatures, plants and towns and would make this film more interesting or appealing to the audience as they may witness creatures or a place they have never seen before. The music in this sequence is soft and peaceful giving the audience a hint that this reality is a good or nice place to be in. The girl thats dressed as like a princess or fairy that comes from the bubble brings the sense off fanstasy as not everyone would dress like that in our society and that they wouldn't appear from a large pink bubble. In comparison from that film sequence to the second, the second seems more like a horror with the skeletons, abandoned cars, burn't down dusty town with empty parks the should be filled with children. The atmosphere and surroundings seem to be all dark, dusty, evil and mysterious as to what may have happened in this town. The over head dialogue saying "3 billion human lives were ended on august 29th 1997" and "the war against the machines" is automatically giving off a sci-fi action film to the audience and transporting them into another reality with the big, metal robot holding a gun and lazers or gun shots going off in the background. This give off a dull, scary, and mysterious mood for the audience as the robots are evil as human lives were lost and that they may be trying to take over the world by wiping out all of man kind. The over head dialogue and sound effects are sound haunting giving the audience the sense that this reality is scary, evil and over taken by robots.

Examiner's comments

This is a legitimate response with some valid analysis. The structure of the response hinders deeper comparative analysis. More direct comparisons would have yielded a higher mark. The candidate loses focus on mise-en-scène and veers into discussion of sound. Comments relating to sound cannot be credited.
 Mark awarded: 7

Section C

Q8   Name two Hollywood movie studios. [2]

Student's response

Universal studios
Beverly Hills

Examiner's comments

Only Universal is a valid studio.
 Mark awarded: 1

Q9   List four responsibilities of a Producer. [4]

Student's response

Produce the film

Make sure the film is ok

Help the director

Get enough money to make the film

Examiner's comments

Only the last point is a valid role (financial responsibility). The others are too vague.
 Mark awarded: 2

Q10   What is the purpose of a Call Sheet? [1]

Student's response

To show what you have to do in the film

Examiner's comments

This response is too vague to credit.
Mark awarded: 0

Q11a   Identify two health and safety hazards you may encounter. [2]

Student's response

Cars coud drive thru and hit people on set.

Wind could blow hevy equipment onto people

Examiner's comments

Two basic but valid hazards have been identified.
Mark awarded: 2

Q11b   Describe the precautions you would take to deal with each hazard
identified in 11(a). [4]

Student's response

Make sure road is clear and thry to keep everyone away from it

Secure equipment onto the ground in lots of different ways

Examiner's comments

These are two valid but limited descriptions showing limited understanding.
Mark awarded: 2

Q12a   A car travelling along a city street. [1]

Student's response

A tracking shot

Examiner's comments

A valid shot type.
Mark awarded: 1

Q12b   A character climbing a ladder. [1]

Student's response

Low angle shot

Examiner's comments

A valid shot type.
Mark awarded: 1

Q12c   Explain your reason for selecting each technique from 12(a) and 12(b). [4]

Student's response

You would use the tracking shot to follow a car, following it exactly to make audience feel they are in the car.

Low angle would be used to show someone climbing the ladder to creat the effect that you are climbing the ladder aswell.

Examiner's comments

Two valid but limited explanations, showing some understanding of why the shot types were chosen.
Mark awarded: 2

Q13   What is a .WAV file? [1]

Student's response

A sound file.

Examiner's comments

Correct.
Mark awarded: 1

Q14 Study the short script extract below. Create a shot list based on the script using a maximum of 11 shots. Draw on your knowledge of genre-appropriate techniques to make your shot choices.

Use the table provided to clearly identify each shot choice and describe the onscreen action. The first shot has been done for you. [10]

Student's response

Shot Type
Shot Description - Action on Screen
A wide high angle shot Julie is walking down a dark alleyway, checking messages on her phone.
Close up *Light shines on her face while checking phone*
Wide shot *Julie turns round to look behind her*
Close up *Bush behind her she thinks is watching her*
Over the shoulder *Julie looks at the bush but can't see anything*
Long shot *Julie opens her front door*
Close up *Julie walks through her kitchen*
Extreme close up *Julie looks through window*
Wide shot *stalker leaps on the window sil*
Mid shot *She jumps back but realises its only her pet cat*
Close up *She lets her cat Molly in through the window*

Examiner's comments

A basic but legitimate shotlist. Camera angles and camera movement have not been addressed. Over the shoulder shots should have a specific shot size/camera angle.
Mark awarded: 4

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