

A LEVEL

Teacher guide

FILM STUDIES

H410

For first assessment in 2019

**Submitting NEA prototypes in
2022: two example cover sheets**

Introduction

This resource is designed to support teachers with the assessment of prototypes for the 2022 series. We have provided examples of possible teacher comments on the NEA cover sheet to help identify likely ways prototypes and supporting evidence can be assessed against the marking criteria for A Level Film Studies.

Example 1. Chosen set brief - Short film

Production: application of knowledge and understanding of the short film and its distinctive narrative form

Comments

The candidate has submitted a prototype short film as they were unable to submit a completed production due to the impact of Covid-19 restrictions. They have submitted supporting materials as required to fulfil this option. Research notes on the short film collection and ideas for the candidate's film have been used to show the influences on the intended production. Recce reports, shooting scripts, dialogue and sound scripts, and a well-constructed storyboard have all been submitted to clearly indicate the candidate's intentions. The prototype itself consists of some completed segments of the short film but also has some rough cuts, some still images with a narrated narrative segment, and some animatic segments. Taken together it is clear that the candidate demonstrates a good application of knowledge and understanding of the short film and its distinctive narrative form.

Looking at the prototype and supporting materials, it is clear to see a good use of narrative techniques, for example, dialogue, character development and dramatic devices that shows good knowledge and understanding of the short film and its distinctive narrative form. Good narrative construction is clearly indicated which creates well-selected and well-developed insights into character motivation as appropriate to the short film.

The range of materials submitted by the candidate demonstrate a reasonably well-developed application of knowledge and understanding of how narrative can convey points of view - this is particularly evident in the completed sequences from the film and in the storyboard. The prototype along with the dialogue and sound script further show a reasonably well-developed application of knowledge and understanding of narrative form that follows the conventions of the three-act structure.

The candidate's work sits comfortably in Level 4 but could demonstrate a greater understanding of the conventions of narrative form and how narratives function. Therefore, marks have been given in the middle of Level 4.

Application of knowledge and understanding of micro-elements of film form

Comments

The prototype with some complete well-constructed segments, some rough cuts, some still images with a narrated narrative segment, and some animatic segments demonstrates a reasonably good application of knowledge and understanding. This is further supported by the notes, recce reports, shooting scripts, dialogue and sound scripts, and storyboard. All show a generally good application of the micro-elements of film form.

Taking the submitted materials as a whole, it is clear to see a reasonably well-developed response demonstrating a good understanding of the short film form through a generally good use of cinematography, mise-en-scène, editing, and sound.

The candidate demonstrates a well-developed knowledge and understanding of how micro-elements of film form can contribute to the aesthetic qualities of a short film. For example, the notes accompanying the storyboard and the completed sequences clearly show a feel for how cinematography contributes to the aesthetic.

The candidate's work sits comfortably in Level 4 but it was felt that micro-elements could have been used or demonstrated a little more effectively. Therefore, marks have been given in the middle of Level 4.

Individual evaluation

Comments

The candidate has produced a complete individual evaluation of their prototype production which clearly demonstrates a good application of knowledge and understanding. Despite being unable to complete the production as required by the specification they analyse and evaluate it as if it were with reference to the set short films.

Throughout the evaluation the candidate presents a well-developed and mainly fluent exploration of their own production as they intended it in relation to professionally produced work. They offer a relevant range of evidence from their own work, both filmed and supporting materials, and the set short films.

Critical approaches are used well, for example Bordwell's problem/solution approach has been used to explain how the candidate intended to develop the narrative of their prototype.

The candidate demonstrates a mainly well-developed knowledge and understanding of how micro-elements of film form could have, and in places have been used, to generate readings of their intended production. They have employed a mostly accurate use of subject-specific terminology.

Having clearly met all the criteria for Level 4 they have been placed at the top of this level. It was felt that they had not demonstrated sufficient knowledge and understanding to move into the higher level.

Example 2. Chosen set brief: Screenplay with stills

Production: Application of knowledge and understanding of the short film and its distinctive narrative form

Comments

The candidate has submitted a finished screenplay with a prototype storyboard as they were unable to submit a completed production due to the impact of Covid-19 restrictions. They have submitted supporting materials as required to fulfil this option. Research notes on the short film collection and ideas for the intended short film have been used to show the influences of the intended production. Recce reports, shooting scripts, dialogue and sound scripts, and well-constructed hand-drawn images have all been submitted to clearly indicate the candidate's intentions. The prototype storyboard consists of some completed frames but also has some hand-drawn frames and some computer-generated original images. These are all accompanied by clear and well-considered production notes. Taken together it is clear that the candidate demonstrates a good application of knowledge and understanding of the short film and its distinctive narrative form.

Looking at the screenplay, the prototype storyboard, and the supporting materials it is clear to see a good use of narrative techniques, for example, dialogue, character development and dramatic devices that show good knowledge and understanding of the short film and its distinctive narrative form. Good narrative construction is clearly indicated which creates well-selected and well-developed insights into character motivation as appropriate to the short film.

The range of materials submitted by the candidate demonstrate a reasonably well-developed application of knowledge and understanding of how narrative can convey points of view, this is particularly evident in the completed sequences from the storyboard and in the screenplay. The prototype storyboard along with the production notes further shows a reasonably well-developed application of knowledge and understanding of narrative form that follows the conventions of the three-act structure.

The candidate's work sits comfortably in Level 4 but could demonstrate a greater understanding of the conventions of narrative form and how narratives function. Therefore, marks have been given in the middle of Level 4.

Application of knowledge and understanding of micro-elements of film form

Comments

The screenplay and prototype storyboard with some complete well-constructed frames, some hand-drawn frames and some computer-generated original images demonstrate a reasonably good application of knowledge and understanding. This is further supported by the notes, recce reports, shooting scripts, dialogue and sound scripts, and drawings. All show a generally good intended application of the micro-elements of film form.

Taking the submitted materials as a whole, it is clear to see a reasonably well-developed response demonstrating a good understanding of the short film form through a generally good intended use of cinematography, mise-en-scène, editing, and sound.

The candidate demonstrates a well-developed knowledge and understanding of how micro-elements of film form can contribute to the aesthetic qualities of a short film. For example the notes accompanying the storyboard and the completed frames clearly show a feel for how cinematography contributes to the aesthetic.

The candidate's work sits comfortably in Level 4 but it was felt that micro-elements could have been demonstrated a little more effectively. Therefore, marks have been given in the middle of Level 4.

Individual evaluation

Comments

The candidate has produced a complete individual evaluation of their full screenplay with prototype storyboard which clearly demonstrates a good application of knowledge and understanding. Despite being unable to submit a completed storyboard they analyse and evaluate it as if it were with reference to the set short films.

Throughout the evaluation the candidate presents a well-developed and mainly fluent exploration of their own production as they intended it in relation to professionally produced work. They offer a relevant range of evidence from their own work, both from the completed work (screenplay and the few completed frames that were produced for the storyboard) and supporting materials, and the set short films.

Critical approaches are used well, for example Bordwell's problem/solution approach has been used to explain narrative development in their screenplay and how this relates to *The Fly*.

The candidate demonstrates a mainly well-developed knowledge and understanding of how micro-elements of film form could have been used to generate readings of their intended production. They spend some time writing about how their hand-drawn images indicate camera position to suggest point of view.

They have employed a mostly accurate use of subject-specific terminology.

Having clearly met all the criteria for Level 4 they have been placed at the top of this level. It was felt that they had not demonstrated sufficient knowledge and understanding to move into the higher level.

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