

**GCE**

**Film Studies**

**H410/02: Critical approaches to film**

A Level

**Mark Scheme for June 2025**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RM Assessor messaging system.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)**

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions (requiring a more developed response, worth two or more marks)**

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
  - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

| Descriptor                                            | Award mark                                                                                                |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| On the borderline of this level and the one below     | At bottom of level                                                                                        |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level                                                                                           |

## 11. Annotations

| <i>Stamp</i>                                                                        | <i>Description</i>                 |
|-------------------------------------------------------------------------------------|------------------------------------|
|    | Blank page                         |
|                                                                                     | Highlight                          |
|                                                                                     | Off page comment                   |
|    | Tick                               |
|    | Unclear                            |
|    | Cross                              |
|    | Caret sign to show omission        |
|    | Not relevant                       |
|    | Not answered question              |
|    | Good point / development of point  |
|    | Use of Examples                    |
|   | Explanation, Argument and Analysis |
| An                                                                                  | Analysis                           |
| C                                                                                   | Comparison                         |
|  | Terminology                        |
|  | Knowledge and understanding        |

## 12. Subject Specific Marking Instructions

### Levels of Response targeting AO1 and AO2

Where a mark scheme targets marks at AO1 and AO2, there is no requirement for a response to be awarded in the same level for AO1 as for AO2, so for example a response could be awarded Level 3 for AO1 and Level 2 for AO2.

### Set film not stated in an answer.

Where the set film has not been stated examiners should read through each candidate's response fully. In the majority of cases it should be implicitly clear which set film the candidate is referring to through examples and references to sequences and characters. In this case the examiner can credit the answer appropriately against the mark scheme.

If it is not clear which set film the candidate has referred to then the candidate's response is limited to a maximum of the top of the middle level mark band.

If it is clear the candidate has not referred to a set film at all then zero marks should be credited.

## INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**SECTION A**

- 1\*** How far do digital production or digital exhibition technologies help to shape spectator response to a film? You must include examples from **one British film** and **one US film** you have studied.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film to analyse film (strand 1a), including through the use of critical approaches (strand 1c), to evaluate the significance of critical approaches (strand 2). <b>20 marks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Indicative content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must reference <b>two</b> films: <b>one</b> British film and <b>one</b> US film.</p> <p>The question requires candidates to critically discuss the extent to which digital production or digital exhibition technologies are used to shape spectator response to the films they have studied.</p> <p>Candidates will refer to specific scenes from both films and discuss how the use of digital production techniques or digital exhibition can engage the spectator and create an emotional response.</p> <p>The use of digital production technologies will vary between the set films and some candidates are likely to make comparisons between the extent of the use of such techniques in the US and British films. For example, some candidates may discuss how a spectator's response to some films on the British list is shaped not by the use of digital technology, but through the use of other techniques such as the micro-elements of film form.</p> <p>Candidates should refer to specific examples from their chosen films in some detail and demonstrate understanding of the significance of digital in film.</p> <p>There should be a sense of coherence in the answer that reflects an overall understanding of how digital production or exhibition technologies can influence an audience's response to a film.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for Questions 1 and 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

- 2\*** To what extent do the conventions of narrative structure affect how different social and cultural groups are represented? You must include examples from **one British film** and **one US film** you have studied.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film to analyse film (strand 1a), including through the use of critical approaches (strand 1c), to evaluate the significance of critical approaches (strand 2). <b>20 marks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must reference <b>two</b> films, <b>one</b> British film and <b>one</b> US film.</p> <p>The question requires candidates to consider and evaluate how far the conventions of narrative structure help construct representations of social and cultural groups.</p> <p>Candidates will be expected to identify conventions of narrative structure and discuss how far they are used in the films they have studied to construct representations. They could also explore how the use of narrative conventions encourages the adoption of a particular spectator point of view. More able candidates are likely to discuss narrative theories in detail and explore how they enable specific messages about different social and cultural groups to be conveyed in a way that reflects the beliefs and values of the filmmaker.</p> <p>Candidates will demonstrate a knowledge and understanding of the micro-elements of film form and how they can be used to construct meanings and generate spectator response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> <p>There should be a sense of coherence in the answer that reflects an overall understanding of how the conventions of narrative structure help construct representations of social and cultural groups.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for Questions 1 and 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Question 1 and 2 Generic Marking Grid** (to be used in conjunction with Question Specific Guidance for each question)

NB: If candidates only refer to one set film in their answer then they are limited to a maximum mark of the top of level 3.

| Level (Mark)     | AO1                                                                                                                                                                                                                                                                                                                                                                                                                                   | Level (Mark)     | AO2 (Strand 1a, 1c, strand 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5 (13–15)</b> | <p>A <b>comprehensive</b> demonstration of knowledge and understanding of elements of film:</p> <ul style="list-style-type: none"> <li>• A clearly relevant, sustained and sophisticated response to the set question.</li> <li>• A comprehensive understanding demonstrated through the level of breadth or depth of material used.</li> <li>• Use of film terminology is highly relevant and accurate.</li> </ul>                   | <b>5 (17–20)</b> | <p>A <b>comprehensive</b> response that offers sophisticated and confident analysis and use of critical approaches in response to the question set.</p> <ul style="list-style-type: none"> <li>• Comprehensive analysis of the chosen films</li> <li>• Comprehensive use of the different critical approaches to film.</li> <li>• Comprehensive evaluation of the significance of critical approaches. These are integrated throughout the response and are placed in context.</li> <li>• <i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></li> </ul> |
| <b>4 (10–12)</b> | <p>A <b>good</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>• A relevant, generally accurate and appropriate response to the set question.</li> <li>• A generally accurate and detailed knowledge and understanding demonstrated through the level of breadth or depth of material used.</li> <li>• An accurate and appropriate use of film terminology.</li> </ul> | <b>4 (13–16)</b> | <p>A <b>good</b> response that offers highly relevant and confident analysis and use of critical approaches in response to the question set.</p> <ul style="list-style-type: none"> <li>• Good analysis of the chosen films.</li> <li>• Good use of the different critical approaches to film.</li> <li>• Good evaluation of the significance of critical approaches. These are integrated throughout the response and are placed in context.</li> <li>• <i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></li> </ul>                                          |
| <b>3 (7–9)</b>   | <p>An <b>adequate</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>• A mostly relevant and appropriate response to the question set.</li> <li>• A mostly accurate knowledge with adequate breadth or depth of material used.</li> <li>• Use of film terminology is mostly accurate.</li> </ul>                                                                        | <b>3 (9–12)</b>  | <p>An <b>adequate</b> response that offers some relevant analysis and use of critical approaches in response to the question set.</p> <ul style="list-style-type: none"> <li>• Adequate analysis of the chosen films.</li> <li>• Adequate use of the different critical approaches to film.</li> <li>• Adequate evaluation of the significance of critical approaches. These are placed in context.</li> <li>• <i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></li> </ul>                                                                                             |
| <b>2 (4–6)</b>   | <p>A <b>limited</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>• Response is coherent with some relevance to set question.</li> <li>• Knowledge shows some inaccuracies with limited breadth or depth of material used narrow range of material used.</li> </ul>                                                                                                    | <b>2 (5–8)</b>   | <p>A <b>limited</b> response that offers some analysis and use of critical approaches in response to the question set.</p> <ul style="list-style-type: none"> <li>• Limited analysis of the chosen films</li> <li>• Limited use of the different critical approaches to film.</li> <li>• Limited evaluation of the significance of critical approaches. These are likely to be descriptive.</li> </ul>                                                                                                                                                                                                                                                                  |

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|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <ul style="list-style-type: none"> <li>Use of film terminology is limited and many not always be accurate.</li> </ul>                                                                                                                                                                                                                            |                          | <ul style="list-style-type: none"> <li><i>Information presented has some relevance but is communicated in an unstructured way. Information is supported by some evidence, although the relationship to the evidence may not be clear.</i></li> </ul>                                                                                                                                                                                                                                                               |
| <b>1</b><br><b>(1–3)</b> | <p>A <b>minimal</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>Weak comments of minimal relevance to set question and/or an incomplete response.</li> <li>A lack of reference to the films studied to support knowledge.</li> </ul> <p>Use of film terminology is minimal.</p> | <b>1</b><br><b>(1–4)</b> | <p>A <b>minimal</b> response that offers little analysis or use of critical approaches in response to the question set.</p> <ul style="list-style-type: none"> <li>Minimal analysis of the chosen films.</li> <li>Minimal use of the different critical approaches to film.</li> <li>Evaluation of the significance of critical approaches is likely to be absent.</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p> |
| <b>0</b>                 | No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                     | <b>0</b>                 | No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**SECTION B**

- 3\*** 'Documentary films should represent reality accurately.' Referring to the theories of Grierson and Pennebaker, discuss this view in relation to examples from the documentary film you have studied.

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|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film to analyse film (strand 1a), including through the use of critical approaches (strand 1c). <b>20 marks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>The question requires candidates to assess the extent to which the documentary film they have studied is an accurate representation of reality.</p> <p>Candidates will demonstrate knowledge and understanding of the different approaches to documentary filmmaking adopted by John Grierson and D.A. Pennebaker. Using specific and detailed examples from the chosen film, candidates should explore the differences between Grierson's creative approach to cinematic documentary filmmaking and Pennebaker's belief in the power of Direct Cinema.</p> <p>Candidates will discuss how the creative use of micro-elements can manipulate spectators, encouraging them to adopt the outlook of the filmmaker and raising questions about 'truth' and objectivity in documentary film making.</p> <p>There should be a sense of coherence in the answer that reflects an overall understanding of different approaches to documentary filmmaking and ways in which filmmakers can shape spectator response to the issues presented in a film.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for questions 3 and 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- 4\*** Discuss how the documentary film you have studied uses cinematography (including lighting) to help construct the spectator's understanding of the film.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film to analyse film (strand 1a), including through the use of critical approaches (strand 1c). <b>20 marks</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>The question requires candidates to discuss how cinematography (including lighting) is used by filmmakers to influence a spectator's understanding of the reality presented in documentary film.</p> <p>Candidates should refer to their chosen film in detail, exploring how the filmmaker's use of cinematography and lighting effects can manipulate spectators, encouraging them to adopt the outlook of the filmmaker and raising questions about 'truth' and objectivity in documentary filmmaking. A sophisticated counter-argument could be made detailing how the use of these micro-elements may repel spectators from the intended reading of the film - but such discussion is likely to only occur in the uppermost able candidates.</p> <p>While candidates may refer to other micro-elements of film form to support their assertions, the primary focus should be on discussing the use of specific cinematography/lighting techniques (shot size, camera angle/movement etc) and evaluating how far their use can influence a spectator's understanding of reality.</p> <p>There should be a sense of coherence in the answer that reflects an overall understanding of how documentary filmmakers use cinematography and lighting to shape a spectator's understanding of the issues presented in the film.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for questions 3 and 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Question 3 and 4 Generic Marking Grid** (to be used in conjunction with Question Specific Guidance for each question)

| Level (Mark)               | AO1                                                                                                                                                                                                                                                                                                                                                                                                               | Level (Mark)               | AO2 (Strand 1a, 1c)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b><br><b>(13–15)</b> | A <b>comprehensive</b> demonstration of knowledge and understanding of elements of film. <ul style="list-style-type: none"> <li>A clearly relevant, sustained and sophisticated response to the set question.</li> <li>A comprehensive understanding demonstrated through the level of breadth or depth of material used.</li> <li>Use of film terminology is highly relevant and accurate.</li> </ul>            | <b>5</b><br><b>(17–20)</b> | A <b>comprehensive</b> analysis in response to the question set. <ul style="list-style-type: none"> <li>Comprehensive analysis of relevant examples from the chosen film.</li> <li>Comprehensive application of understanding of realism (Q3) or cinematography (Q4).</li> <li>Comprehensive application of understanding of critical approaches. This is integrated throughout the response and placed in context.</li> <li><i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></li> </ul>                       |
| <b>4</b><br><b>(10–12)</b> | A <b>good</b> demonstration of knowledge and understanding of elements of film: <ul style="list-style-type: none"> <li>A highly relevant, generally accurate and appropriate response to the question set.</li> <li>Generally accurate and detailed knowledge and understanding demonstrated through the breadth or depth of material used.</li> <li>Accurate and appropriate use of film terminology.</li> </ul> | <b>4</b><br><b>(13–16)</b> | A <b>good</b> analysis in response to the question set. <ul style="list-style-type: none"> <li>Good analysis of relevant examples of the chosen film.</li> <li>Good application of understanding of realism (Q3) or cinematography (Q4).</li> <li>Good application of understanding of critical approaches. This is integrated within the response and placed in context.</li> <li><i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></li> </ul>                                                                         |
| <b>3</b><br><b>(7–9)</b>   | An <b>adequate</b> demonstration of knowledge and understanding of elements of film: <ul style="list-style-type: none"> <li>A mostly relevant and appropriate response to the question set.</li> <li>A mostly accurate knowledge with sound breadth or depth of material used.</li> <li>Use of film terminology is mostly accurate.</li> </ul>                                                                    | <b>3</b><br><b>(9–12)</b>  | An <b>adequate</b> analysis in response to the question set. <ul style="list-style-type: none"> <li>Adequate analysis of relevant examples from the chosen film.</li> <li>Adequate application of understanding of realism (Q3) or cinematography (Q4).</li> <li>Adequate application of understanding of critical approaches. This is placed in context</li> <li><i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></li> </ul>                                                                                                   |
| <b>2</b><br><b>(4–6)</b>   | A <b>limited</b> demonstration of knowledge and understanding of elements of film. <ul style="list-style-type: none"> <li>Response is coherent with some relevance to set question.</li> <li>Knowledge shows some inaccuracies with limited breadth or depth of material used.</li> </ul> <p>Use of film terminology is limited and may not always be accurate.</p>                                               | <b>2</b><br><b>(5–8)</b>   | A <b>limited</b> analysis in response to the question set. <ul style="list-style-type: none"> <li>Limited analysis of examples from the chosen film.</li> <li>Limited application of understanding of realism (Q3) or cinematography (Q4).</li> <li>Limited application of understanding of critical approaches. This is likely to be descriptive.</li> <li>Simple ideas have been expressed in a limited context.</li> </ul> <p><i>The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence, the relationship to the evidence may not be clear.</i></p> |
| <b>1</b><br><b>(1–3)</b>   | A <b>minimal</b> demonstration of knowledge and understanding of elements of film.                                                                                                                                                                                                                                                                                                                                | <b>1</b><br><b>(1–4)</b>   | A <b>minimal</b> analysis in response to the question set. <ul style="list-style-type: none"> <li>Minimal analysis of examples of the chosen film.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|          |                                                                                                                                                                                                                                                       |          |                                                                                                                                                                                                                                                                                                                                                          |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>Weak comments of minimal relevance to set question and/or an incomplete response.</li> <li>A lack of reference to the film studied to support knowledge.</li> </ul> <p>Use of film terminology is minimal.</p> |          | <ul style="list-style-type: none"> <li>Minimal application of understanding of realism (Q3) or cinematography (Q4).</li> <li>Application of understanding of critical approaches is likely to be absent.</li> </ul> <p><i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></p> |
| <b>0</b> | No response or no response worthy of credit.                                                                                                                                                                                                          | <b>0</b> | No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                             |

**SECTION C**

- 5\*** Discuss how the films you have studied use mise-en-scène to shape the spectator's understanding of family and home. You must draw comparisons between the **three** films you have studied in your answer.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to consider and evaluate how mise-en-scène is used to position spectators in relation to the ideologies surrounding the idea of 'family and home' in the films they have studied.</p> <p>Candidates will be expected to discuss how filmmakers use locations/sets, costumes, makeup and props to generate a specific type of response in their three chosen films, comparing how this shapes a spectator's understanding of the attitudes, values and beliefs being conveyed about 'family and home'.</p> <p>While candidates may demonstrate knowledge and understanding of other micro-elements of film form, the primary focus should be on comparing how mise-en-scène is used to construct meanings and generate spectator response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for questions 5–10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

- 6\*** 'Individual spectators may interpret a film in ways that might clash with the beliefs and values of the filmmaker.' Discuss this claim in relation to the films you have studied. You must draw comparisons between the **three** films you have studied in your answer.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to compare the techniques used by filmmakers to align spectators and encourage them to adopt a particular ideological viewpoint.</p> <p>Candidates will explore in detail how filmmakers encode messages about 'family and home' in a way that seeks to shape the audience's response and align them with the ideologies of the filmmaker. Candidates are likely to analyse how the micro-elements of film form contribute to the ideologies conveyed by each film, including through narrative, representations and message and values.</p> <p>Candidates will discuss the extent to which audiences can resist this alignment and may discuss how the spectator has been perceived as both 'passive' and 'active' in the act of film viewing and the possibility of preferred, negotiated, oppositional and aberrant readings of films. They may also discuss how spectators' responses to films are affected by social and cultural values. Candidates should refer to the underpinning theoretical concepts to this question - the extent to which these concepts are directly, accurately and frequently engaged will also help to determine the overall effectiveness of the whole response. Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |

|                            |                                                       |
|----------------------------|-------------------------------------------------------|
| <b>Additional guidance</b> | Refer to the generic marking grid for questions 5–10. |
|----------------------------|-------------------------------------------------------|

- 7\*** Discuss how the films you have studied use mise-en-scène to shape the spectator's understanding of outsiders. You must draw comparisons between the **three** films you have studied in your answer.

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| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to consider and evaluate how mise-en-scène is used to position spectators in relation to the ideologies surrounding the idea of 'outsiders' in the films they have studied.</p> <p>Candidates will be expected to discuss how filmmakers use locations/sets, costumes, makeup and props to generate a specific type of response in their three chosen films, comparing how this shapes a spectator's understanding of the attitudes, values and beliefs being conveyed about 'family and home'.</p> <p>While candidates may demonstrate knowledge and understanding of other micro-elements of film form, the primary focus should be on comparing how mise-en-scène is used to construct meanings and generate spectator response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for questions 5–10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

- 8\*** 'Individual spectators may interpret a film in ways that might clash with the beliefs and values of the filmmaker.' Discuss this claim in relation to the films you have studied. You must draw comparisons between the **three** films you have studied in your answer.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to compare the techniques used by filmmakers to align spectators and encourage them to adopt a particular ideological viewpoint.</p> <p>Candidates will explore in detail how filmmakers encode messages about 'outsiders' in a way that seeks to shape the audience's response and align them with the ideologies of the filmmaker. Candidates are likely to analyse how the micro-elements of film form contribute to the ideologies conveyed by each film, including through narrative, representations and message and values.</p> <p>Candidates will discuss the extent to which audiences can resist this alignment and may discuss how the spectator has been perceived as both 'passive' and 'active' in the act of film viewing and the possibility of preferred, negotiated, oppositional and aberrant readings of films. They may also discuss how spectators' responses to films are affected by social and cultural values. Candidates should refer to the underpinning theoretical concepts to this question - the extent to which these concepts are directly, accurately and frequently engaged will also help to determine the overall effectiveness of the whole response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |

|                            |                                                       |
|----------------------------|-------------------------------------------------------|
| <b>Additional guidance</b> | Refer to the generic marking grid for questions 5–10. |
|----------------------------|-------------------------------------------------------|

- 9\*** Discuss how the films you have studied use mise-en-scène to shape the spectator's understanding of conflict. You must draw comparisons between the **three** films you have studied in your answer.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to consider and evaluate how mise-en-scène is used to position spectators in relation to the ideologies surrounding the idea of 'conflict' in the films they have studied.</p> <p>Candidates will be expected to discuss how filmmakers use locations/sets, costumes, makeup and props to generate a specific type of response in their three chosen films, comparing how this shapes a spectator's understanding of the attitudes, values and beliefs being conveyed about 'family and home'.</p> <p>While candidates may demonstrate knowledge and understanding of other micro-elements of film form, the primary focus should be on comparing how mise-en-scène is used to construct meanings and generate spectator response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |
| <b>Additional guidance</b>   | Refer to the generic marking grid for questions 5–10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- 10\*** 'Individual spectators may interpret a film in ways that might clash with the beliefs and values of the filmmaker.' Discuss this claim in relation to the films you have studied. You must draw comparisons between the **three** films you have studied in your answer.

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Objectives</b> | <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of film. <b>15 marks</b></p> <p><b>AO2:</b> Apply knowledge and understanding of elements of film. <b>20 marks</b></p> <ul style="list-style-type: none"> <li>• to analyse films (strand 1a)</li> <li>• to compare films (strand 1b)</li> <li>• including through the use of critical approaches (strand 1c)</li> <li>• to evaluate the significance of critical approaches (strand 2)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Indicative Content</b>    | <p>Material listed below demonstrates how candidates might approach the question. It is a description of possible content only. It is not prescriptive, nor is it exclusive; examiners must be careful to reward original but well-focused answers.</p> <p>Candidates must discuss <b>three</b> films, <b>one</b> film from each of the following categories: US Independent, Non-US English Language, Non-European Non-English Language.</p> <p>Responses which only substantively discuss 2 films should be limited to level 3. Responses which only substantively discuss 1 film should be limited to level 1. Responses which do not refer to a film required for the theme should be awarded zero marks.</p> <p>The question requires candidates to compare the techniques used by filmmakers to align spectators and encourage them to adopt a particular ideological viewpoint.</p> <p>Candidates will explore in detail how filmmakers encode messages about 'conflict' in a way that seeks to shape the audience's response and align them with the ideologies of the filmmaker. Candidates are likely to analyse how the micro-elements of film form contribute to the ideologies conveyed by each film, including through narrative, representations and message and values.</p> <p>Candidates will discuss the extent to which audiences can resist this alignment and may discuss how the spectator has been perceived as both 'passive' and 'active' in the act of film viewing and the possibility of preferred, negotiated, oppositional and aberrant readings of films. They may also discuss how spectators' responses to films are affected by social and cultural values. Candidates should refer to the underpinning theoretical concepts to this question - the extent to which these concepts are directly, accurately and frequently engaged will also help to determine the overall effectiveness of the whole response.</p> <p>Candidates should refer to specific examples from the chosen films in some detail to support the points that they make.</p> |

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| <b>Additional guidance</b> | Refer to the generic marking grid for questions 5–10. |
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**Generic Marking Grid for Questions 5 – 10** (to be used in conjunction with Question Specific Guidance)

NB: If candidates only refer to two set films in their answer then they are limited to a maximum mark of the top of level 3. If candidates only refer to one set film in their answer then they are limited to a maximum mark of the top of level 2.

| Level (Mark)               | AO1                                                                                                                                                                                                                                                                                                                                                                                                                            | Level (Mark)               | AO2 (Strand 1a, 1b, 1c, Strand 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b><br><b>(13–15)</b> | A <b>comprehensive</b> demonstration of knowledge and understanding of elements of film. <ul style="list-style-type: none"> <li>• A clearly relevant, sustained and sophisticated response to the set question.</li> <li>• A comprehensive understanding demonstrated through the level of breadth or depth of material used.</li> <li>• Use of film terminology is highly relevant and accurate.</li> </ul>                   | <b>5</b><br><b>(17–20)</b> | A <b>comprehensive</b> response that offers sophisticated and confident analysis and evaluation in response to the question set. <ul style="list-style-type: none"> <li>• Comprehensive analysis of the chosen films, and how micro-elements are used in the films.</li> <li>• Comprehensive use of the different critical approaches to film.</li> <li>• Comprehensive comparison between the chosen films.</li> <li>• Comprehensive evaluation of the significance of critical approaches. This is integrated throughout the response and placed in context.</li> <li>• <i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i></li> </ul> |
| <b>4</b><br><b>(10–12)</b> | A <b>good</b> demonstration of knowledge and understanding of elements of film. <ul style="list-style-type: none"> <li>• A relevant, generally accurate and appropriate response to the set question.</li> <li>• A generally accurate and detailed knowledge and understanding demonstrated through the level of breadth or depth of material used.</li> <li>• An accurate and appropriate use of film terminology.</li> </ul> | <b>4</b><br><b>(13–16)</b> | A <b>good</b> response that offers highly relevant and confident analysis and evaluation in response to the question set. <ul style="list-style-type: none"> <li>• Good analysis of the chosen films, and how micro-elements are used in the films.</li> <li>• Good use of the different critical approaches to film.</li> <li>• Good comparison between the chosen films.</li> <li>• Good evaluation of the significance of critical approaches. This is integrated throughout the response and placed in context.</li> <li>• <i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i></li> </ul>                                                    |
| <b>3</b><br><b>(7–9)</b>   | An <b>adequate</b> demonstration of knowledge and understanding of elements of film. <ul style="list-style-type: none"> <li>• A mostly relevant and appropriate response to the question set.</li> <li>• A mostly accurate knowledge with adequate breadth or depth of material used.</li> <li>• Use of film terminology is mostly accurate.</li> </ul>                                                                        | <b>3</b><br><b>(9–12)</b>  | An <b>adequate</b> response that offers some relevant analysis and evaluation in response to the question set. <ul style="list-style-type: none"> <li>• Adequate analysis of the chosen films, and how micro-elements are used in the films.</li> <li>• Adequate use of the different critical approaches to film.</li> <li>• Adequate comparison between the chosen films.</li> <li>• Adequate evaluation of the significance of critical approaches. This is placed in context.</li> <li>• <i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i></li> </ul>                                                                                               |

| Level (Mark)       | AO1                                                                                                                                                                                                                                                                                                                                                                                                              | Level (Mark)       | AO2 (Strand 1a, 1b, 1c, Strand 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2<br/>(4-6)</b> | <p>A <b>limited</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>• Response is coherent with some relevance to set question.</li> <li>• Knowledge shows some inaccuracies with limited breadth or depth of material used narrow range of material used.</li> <li>• Use of film terminology is limited and may not always be accurate.</li> </ul> | <b>2<br/>(5-8)</b> | <p>A <b>limited</b> response that offers some analysis and evaluation in response to the question set.</p> <ul style="list-style-type: none"> <li>• Limited analysis of the chosen films, and how micro-elements are used in the films.</li> <li>• Limited use of the different critical approaches to film.</li> <li>• Limited comparison between the chosen films.</li> <li>• Limited evaluation of the significance of critical approaches. This is likely to be descriptive. <ul style="list-style-type: none"> <li>• <i>Information presented has some relevance but is communicated in an unstructured way. Information is supported by some evidence, although the relationship to the evidence may not be clear.</i></li> </ul> </li> </ul> |
| <b>1<br/>(1-3)</b> | <p>A <b>minimal</b> demonstration of knowledge and understanding of elements of film.</p> <ul style="list-style-type: none"> <li>• Weak comments of minimal relevance to set question and/or an incomplete response.</li> <li>• A lack of reference to the films studied to support knowledge. <ul style="list-style-type: none"> <li>• Use of film terminology is minimal.</li> </ul> </li> </ul>               | <b>1<br/>(1-4)</b> | <p>A <b>minimal</b> response that offers little analysis or evaluation in response to the question set.</p> <ul style="list-style-type: none"> <li>• Minimal analysis of the chosen films.</li> <li>• Minimal use of the different critical approaches to film.</li> <li>• Minimal comparison between the chosen films.</li> <li>• Evaluation of the significance of critical approaches is likely to be absent. <ul style="list-style-type: none"> <li>• <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i></li> </ul> </li> </ul>                                                                                                                                      |
| <b>0</b>           | No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                     | <b>0</b>           | No response or no response worthy of credit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**Assessment Objectives (AO) Grid**

| Question           | AO1       | AO2 Strand 1 |          |           | AO2 Strand 2 | Total      |
|--------------------|-----------|--------------|----------|-----------|--------------|------------|
|                    | 1a+1b     | 1a           | 1b       | 1c        |              |            |
| 1/2*               | 15        | 5            | 0        | 5         | 10           | 35         |
| 3/4*               | 15        | 10           | 0        | 10        | 0            | 35         |
| 5–10*              | 15        | 5            | 5        | 5         | 5            | 35         |
| <b>Total Marks</b> | <b>45</b> | <b>20</b>    | <b>5</b> | <b>20</b> | <b>15</b>    | <b>105</b> |

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