

GCE

Film Studies

H010/01: Elements of film

AS Level

Mark Scheme for June 2025

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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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**PREPARATION FOR MARKING
RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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 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>12. Stamp</i>	<i>Description</i>
	Blank page
	Highlight
	Off page comment
	Tick
	Unclear
	Cross
	Caret sign to show omission
	Not relevant

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.

If a candidate refers to the wrong set film then the response is limited to a maximum of the top of the limited band.

Component 01: Elements of Film

	Objective
A01	Demonstrate knowledge and understanding of elements of film.
A02	Apply knowledge and understanding of elements of film to: • analyse and compare films, including through the use of critical approaches. • analyse and evaluate own work in relation to other professionally produced work.
A03	Apply knowledge and understanding of elements of film to the production of film or screenplay.

SECTION A
Generic marking grid for questions 1 and 2

Level	Mark	AO1
3	4–5	A comprehensive demonstration of knowledge and understanding of elements of film in response to the question set. - Comprehensive knowledge and understanding of how elements of film have been used in response to the question set. - Precise answer supported by one or more relevant examples from the film.
2	2–3	An adequate demonstration of knowledge and understanding of elements of film in response to the question set. - Adequate knowledge and understanding of how elements of film have been used in response to the question set. - Answer is supported by one or more mostly relevant examples from the film.
1	1	A minimal demonstration of knowledge and understanding of elements of film in response to the question set. Minimal understanding of how micro-elements of film form have been used through weak comments with minimal relevance to the question set and/or an incomplete response.
0	0	No response or no response worthy of credit.

1. Explain how sound can convey a film's messages and values. You must use **one** example from the **1961-1990** film you have studied. **[5]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 5 marks
Indicative Content	Candidates may demonstrate knowledge and understanding by: - explaining how sound can be used to convey a film's messages and values. - exemplifying the use of sound to convey messages and values from a set film from the correct period. These are descriptions of possible content only; all legitimate answers and approaches must be credited appropriately.
Additional guidance	Refer to the generic marking grid for this question.

2. Explain how colour or monochrome cinematography can create meaning for the spectator. You must use **one** example from the **1930-1960** film you have studied. **[5]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 5 marks
Indicative Content	Candidates may demonstrate knowledge and understanding by: • explaining how colour or monochrome cinematography can be used to create meaning • exemplifying the use of colour or monochrome cinematography in a set film from the correct period. These are descriptions of possible content only; all legitimate answers and approaches must be credited appropriately.
Additional guidance	Refer to the generic marking grid for this question.

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

- 3*** Compare the role of editing in creating meaning in the **two** films you have studied. You must refer to examples from **one** film in the **1930-60** list and **one** film in the **1961-90** list in your answer. **[25]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 5 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a) <i>and</i> compare films (1b). 20 marks
Indicative Content	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. The question is asking candidates to analyse and compare how the two films that they have studied use editing to create meaning. Responses must refer to two set films from the correct periods. They must refer to specific examples from the two films, perhaps referring to key scenes they have analysed. Responses must include explicit comparison of the two films and a clear focus on editing in the creation of meaning. Placing an analysis of each film side by side in the answer represents, at best, only implicit comparison. A clear focus on editing may take the form of an explicit discussion of how editing (e.g. through shot-to-shot relationships) works to create meaning in each film. There should be a sense of coherence in the answer that reflects an overall understanding of the importance of editing in the creation of meaning with the perceived meaning(s) of the film. For example, responses might: - compare the use of continuity editing and any exceptions to this in the two films and how this contributes to the creation of meaning in regard to the perceived meaning(s) of the film - compare the editing styles in the two films and how this impacts upon the creation of meaning in regard to the perceived meaning(s) of the film - compare how editing has been used in combination with cinematography, mise-en-scène, and sound in the two films and the impact upon the creation of meaning in regard to the perceived meaning(s) of the film

	• compare the use of editing motifs and their patterned repetition in the two films and the impact upon the creation of meaning in regard to the perceived meaning(s) of the film • compare the use, or absence, of post-production visual effects and impact upon the creation of meaning in regard to the the perceived meaning(s) of the film
Additional guidance	Refer to the generic marking grid for questions 3 and 4.

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

- 4*** Compare the role of mise-en-scène in conveying messages and values in the **two** films you have studied. You must refer to examples from **one** film in the **1930-60** list and **one** film in the **1961-1990** list in your answer. **[25]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 5 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a) <i>and</i> compare films (1b). 20 marks
Indicative Content	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. The question is asking candidates to analyse and compare how the two films that they have studied use mise-en-scène to convey messages and values. Responses must refer to two set films from the correct periods. They must refer to specific examples from the two films, perhaps referring to key scenes they have analysed. There must be a clear focus on mise-en-scène, rather than the other micro elements of film, but reward reference to how mise-en-scène works with other micro elements to convey messages and values. Responses must include explicit comparison of the two films and a clear focus on messages and values. Placing an analysis of each film side by side in the answer represents, at best, only implicit comparison. A clear focus on messages and values may take the form of an explicit statement of the overall messages and values of each film and/or an explicit statement of the specific messages and values conveyed in those scenes chosen for analysis. Answers might: - compare the messages and values of the two films - analyse how use of mise-en-scène can generate connotations and interpretations - analyse how the use of mise-en-scène contributes to the messages and values of the films - discuss the importance of mise-en-scène to the messages and values of each film - any other relevant comparison.
Additional guidance	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)

NB: If candidates only refer to one set film in their answer then they are limited to a maximum mark at the top of level 2 for AO1, and the top of level 3 for AO2.

Level (Mark)	AO1	Level (Mark)	AO2 1a, 1b
		5 (17–20)	A comprehensive response that offers sophisticated and confident analysis and comparison of the chosen films in response to the question set. • Comprehensive analysis of relevant examples from the chosen films. • Comprehensive comparison of the chosen films in response to the question set. • Comprehensive application of understanding in response to the question set, integrated throughout the response and placed in context. • <i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i>
		4 (13–16)	A good response that offers highly relevant and confident analysis and comparison of the chosen films in response to the question set. • Good analysis of relevant examples from the chosen films. • Good comparison of the chosen films in response to the question set. • Good application of understanding in response to the question set, integrated throughout the response. • <i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i>

3 (4-5)	A comprehensive demonstration of knowledge and understanding of micro-elements of film form. • Comprehensive knowledge and understanding of how micro-elements of film form have been used through an accurate and relevant response to the question set. • Precise answer supported by one or more relevant examples from both films.	3 (9–12)	An adequate response that offers some relevant analysis and comparison of the chosen films in response to the question set. • Adequate analysis of relevant examples from the chosen films. • Adequate comparison of the chosen films in response to the question set. • Adequate application of understanding in response to the question set, placed in context. • <i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i>
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Level (Mark)	AO1	Level (Mark)	AO2 1a, 1b
2 (2-3)	An adequate demonstration of knowledge and understanding of micro-elements of film form. • Adequate knowledge and understanding of how micro-elements of film form have been used through a coherent and mostly relevant response to the question set. • Answer is supported by one or more mostly relevant examples from both films.	2 (5–8)	A limited response that offers an analysis and comparison of the chosen films in response to the question set. • Limited analysis of relevant examples from the chosen films. • Limited comparison the chosen films in response to the question set. • Limited application of understanding in response to the question set. • <i>Information presented has some relevance but is communicated in an unstructured way. Information is supported by some evidence, the relationship to the evidence may not be clear.</i>
1 (1)	A minimal demonstration of knowledge and understanding of micro-elements of film form. • Minimal understanding of how micro-elements of film form have been used through weak comments with minimal relevance to the question set and/or an incomplete response.	1 (1–4)	A minimal response that offers little analysis or comparison of the chosen films in response to the question set. • Minimal analysis of relevant examples from the chosen films. • Minimal comparison of the chosen films in response to the question set. • Minimal application of understanding in response to the question set. • <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i>
0	No response or no response worthy of credit.	0	No response or no response worthy of credit.

SECTION B

Question Specific Guidance (to be used in conjunction with Generic Marking Grid for questions 5 and 6)

- 5*** Compare how genre conventions have been used in the **two** films you have studied to create meaning and response. You must refer to detailed examples from the **two** films. **[35]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 15 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a) <i>and</i> compare films (1b). 20 marks
Indicative Content	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. The question is asking candidates to analyse and compare how the two films that they have studied use genre to create meaning and response. Answers must refer to two set films - one US one non-US. They must refer to specific examples from the two films in detail, perhaps referring to key scenes they have analysed. There must be a clear focus on genre conventions, rather than the other micro elements of film, but reward reference to how genre conventions direct other micro elements to generate meaning and response from spectators. Responses must include explicit comparison of the two films and a clear focus on meaning and response from spectators. Placing an analysis of each film side by side in the answer represents, at best, only implicit comparison. A clear focus on meaning and spectator response may take the form of an explicit statement of the overall response expected of each film and/or an explicit statement of the specific meanings and responses created in those scenes chosen for analysis. Responses might: • analyse and compare how genre conventions influence the use of micro elements, poetics, aesthetics or representations in the two films • analyse and compare how the use of genre conventions can generate meaning and response • suggest reasons for the uniformity or diversity of response by different spectators • analyse and compare any other relevant aspect of the two films.
Additional guidance	Refer to the generic marking grid for questions 5 and 6.

Question Specific Guidance (to be used in conjunction with Generic Marking Grid for questions 5 and 6)

- 6*** Compare how the narratives of the **two** films you have studied reflect the time and place in which they were made. You must refer to detailed examples from the **two** films. **[35]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 15 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a) <i>and</i> compare films (1b). 20 marks
Indicative Content	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. The question is asking candidates to analyse and compare how the two films that they have studied use narrative in a way that reflects their contexts. Responses must refer to two set films - one US one non-US. They must refer to specific examples from the two films in detail, perhaps referring to key scenes they have analysed. There must be a clear focus on narrative. Responses must include explicit comparison of the two films and a clear focus on contexts. Placing an analysis of each film side by side in the answer represents, at best, only implicit comparison. A clear focus on contexts might link the films' narratives to their institutional contexts and/or their wider social and cultural contexts. Responses might: ● analyse and compare the narrative forms in the two films ● analyse and compare the plot in the two films ● analyse and compare how these narratives reflect the different social, cultural, political and/or historical contexts in which the films were made ● discuss how the narratives film reflect the films' production, financial and technological opportunities and constraints ● analyse and compare any other relevant aspect of the two films.
Additional guidance	Refer to the generic marking grid for questions 5 and 6.

Question 5 and 6 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 1a, 1b
5 (13–15)	A comprehensive demonstration of knowledge and understanding of elements of film. • A clearly relevant, sustained and sophisticated response to the set question. • Comprehensive knowledge and understanding demonstrated through the level of breadth or depth of material used. • Use of film terminology is highly relevant and accurate.	5 (17–20)	A comprehensive response that offers sophisticated and confident analysis and comparison in response to the question set. • Comprehensive analysis of relevant examples from the chosen films. • Comprehensive comparison of the two films in response to the question set. • Comprehensive application of understanding in response to the question set, integrated throughout the response and placed in context. • <i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i>
4 (10–12)	A good demonstration of knowledge and understanding of elements of film. • A highly relevant, generally accurate and appropriate response to the question set. • Generally accurate and detailed knowledge and understanding demonstrated through the breadth or depth of material used. • An accurate and appropriate use film terminology.	4 (13–16)	A good response that offers a highly relevant and confident analysis and comparison of the chosen films in response to the question set. • Good analysis of relevant examples from the chosen films. • Good comparison of the two films. • Good application of understanding in response to the question set, integrated throughout the response. • <i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i>
3 (7–9)	An adequate demonstration of knowledge and understanding of elements of film. • A mostly relevant and appropriate response to the question set. • A mostly accurate knowledge with sound breadth or depth of material used. • Use of film terminology is mostly accurate.	3 (9–12)	An adequate response that offers some relevant analysis and comparison of the chosen films in response to the question set. • Adequate analysis of relevant examples from the chosen films. • Adequate comparison of the two films. • Adequate application of understanding in response to the question set, placed in context. • <i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i>

2 (4–6)	A limited demonstration of knowledge and understanding of elements of film. • Response is coherent with some relevance to set question. • Knowledge shows some inaccuracies with limited breadth or depth of material used. • Use of film terminology is limited and may not always be accurate.	2 (5–8)	A limited response that offers an analysis and comparison of the chosen films in response to the question set. • Limited analysis of relevant examples from the chosen films. • Limited comparison of the two films. • Limited application of understanding in response to the question set. • <i>Information presented has some relevance but is communicated in an unstructured way. Information is supported by some evidence, the relationship to the evidence may not be clear.</i>
1 (1–3)	A minimal demonstration of knowledge and understanding of elements of film. • Weak comments of minimal relevance to set question and/or an incomplete response. • A lack of reference to the films studied to support knowledge. • Use of film terminology is minimal.	1 (1–4)	A minimal response that offers little relevant analysis or comparison of the chosen films in response to the question set. • Minimal analysis of relevant examples from the chosen films. • Minimal comparison of the two films. • Minimal application of understanding in response to the question set. • Very simple ideas have been expressed but may not be linked to the specific question. • <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i>
0	No response or no response worthy of credit.	0	No response or no response worthy of credit.

Question Specific Guidance (to be used in conjunction with Generic Marking Grid for questions 7 and 8)

- 7* Discuss how far the spectator's understanding of characters depends on a film's use of micro elements rather than its narrative. You must refer to detailed examples from the **European** film you have studied in your answer. **[35]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 15 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a), including through the use of critical approaches (1c). 20 marks
Indicative Content	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. Candidates must refer to a European set film in their answer. They may wish to make reference to others in support of their points but the focus of the candidate response should be on the set film. The answer should develop a coherent argument as to the extent to which narrative structure or use of micro elements influence spectator interpretation of characters. Candidates must refer in detail to specific examples to illustrate their points and these should include reference to the micro-elements of film. They should refer to at least two characters, though these do not need to be covered evenly. Responses must reflect a critical approach to the analysis of film narrative by showing a critical understanding of narrative form and structure. Responses might include: - analysis of the use of micro elements to establish character in the film (back story. motivations for actions and or choices within the film) - analysis of the use of plot and narrational devices to establish character (back story. motivations for actions and or choices within the film) - discussion of the relative importance of micro elements and narrative structure in relation to spectator understanding of the film - discussion of the interrelationship between micro elements and narration in relation to spectator understanding of the film - any other relevant analysis.
Additional guidance	Refer to the generic marking grid for questions 7 and 8.

Question Specific Guidance (to be used in conjunction with Generic Marking Grid for questions 7 and 8)

- 8*** Discuss how far the aesthetics of a film reflect the social, cultural or political attitudes it aims to convey. You must refer to detailed examples from the **European** film you have studied in your answer. **[35]**

Assessment Objectives	AO1: Demonstrate knowledge and understanding of elements of film. 15 marks AO2: Apply knowledge and understanding of elements of film to: analyse films (1a), including through the use of critical approaches (1c). 20 marks
Indicative Content	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. Candidates must refer to a European set film in their answer. They may wish to make reference to others in support of their points but the focus of the candidate response should be on the set film. The answer should develop a coherent argument as to the extent to which the film's aesthetics reflect its contexts. Candidates must refer in detail to specific examples to illustrate their points and these should include reference to the micro-elements of film. Responses must reflect a critical approach to the analysis of film poetics. Responses might include: - analysis of the film's aesthetic - analysis of how specific sequences create this aesthetic through use of micro elements - discussion of the social, cultural or political attitudes the film aims to convey - analysis of how far the film's aesthetic reflects these social, cultural or political attitudes - any other relevant analysis.
Additional guidance	Refer to the generic marking grid for questions 7 and 8.

Question 7 and 8 Generic Marking Grid (to be used in conjunction with Question Specific Guidance for each question)

Level (Mark)	AO1	Level (Mark)	AO2 1a, 1c
5 (13–15)	A comprehensive demonstration of knowledge and understanding of elements of film. • A clearly relevant, sustained and sophisticated response to the set question. • Comprehensive knowledge and understanding demonstrated through the level of breadth or depth of material used. • Use of film terminology is highly relevant and accurate	5 (17–20)	A comprehensive analysis in response to the question set. • Comprehensive analysis of relevant examples from the chosen films • Comprehensive understanding of genre (Q7) or narrative, aesthetics and spectator response (Q8). • Comprehensive application of understanding of critical approaches. This is integrated throughout the response and placed in context. • <i>Well-developed and detailed line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.</i>
4 (10–12)	A good demonstration of knowledge and understanding of elements of film. • A highly relevant, generally accurate and appropriate response to the question set. • Generally accurate and detailed knowledge and understanding demonstrated through the breadth or depth of material used. • Accurate and appropriate use of film terminology.	4 (13–16)	A good analysis in response to the question set. • Good analysis of relevant examples from the chosen films. • Good understanding of genre (Q7) or narrative, aesthetics and spectator response (Q8). • Good application of understanding of critical approaches. This is integrated within the response and placed in context • <i>Well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.</i>
3 (7–9)	An adequate demonstration of knowledge and understanding of elements of film. • A mostly relevant and appropriate response to the question set. • A mostly accurate knowledge with sound breadth or depth of material used. • Use of film terminology is mostly accurate.	3 (9–12)	An adequate analysis in response to the question set. • Adequate analysis of relevant examples from the chosen films. • Adequate understanding of genre (Q7) or narrative, aesthetics and spectator response (Q8). • Adequate application of understanding of critical approaches. This is placed in context. • <i>Line of reasoning is presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</i>

Level (Mark)	AO1	Level (Mark)	AO2 1a, 1c
2 (4–6)	A limited demonstration of knowledge and understanding of elements of film: • Response is coherent with some relevance to set question. • Knowledge shows some inaccuracies with limited breadth or depth of material used. • Use of film terminology is limited and may not always be accurate.	2 (5–8)	A limited analysis in response to the question set. • Limited analysis of relevant examples from the chosen films • Limited understanding of genre (Q7) or narrative, aesthetics and spectator response (Q8). • Limited application of understanding of critical approaches. This is likely to be descriptive. • Simple ideas have been expressed in a limited context. • <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>
1 (1–3)	A minimal demonstration of knowledge and understanding of elements of film. • Weak comments of minimal relevance to set question and/or an incomplete response. • A lack of reference to the film studied to support knowledge. • Use of film terminology is minimal.	1 (1–4)	A minimal analysis in response to the question set. • Minimal analysis of relevant examples from the chosen films. • Minimal understanding of genre (Q7) or narrative, aesthetics and spectator response (Q8). • Application of understanding of critical approaches is likely to be absent. • <i>Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.</i>
0	No response or no response worthy of credit.	0	No response or no response worthy of credit.

Assessment Objectives (AO) Grid

Question	AO1	AO2 Strand 1			Total
	1a+1b	1a	1b	1c	
1	5	0	0	0	5
2	5	0	0	0	5
3/4*	5	10	10	0	25
5/6*	15	10	10	0	35
7/8*	15	10	0	10	35
Total Marks	45	30	20	10	105

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