

A LEVEL FILM STUDIES
Component 3: Production Coversheet

Centre Name

Centre Number:

Candidate's Name:

Candidate's Number:

Coversheet Section A: Assessment and Authentication
(to be completed by the teacher/lecturer)

Production Tick option as appropriate

☒ **Short Film (moving image)** ☐ **Screenplay and Illustrative Storyboard**

Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay

Mark

Comments supporting mark awarded (refer to band descriptors)

A03: Application of Structural Elements (narrative construction including mise-en-scene)

6^(/25)

Film is too long at over 6 minutes
Demonstrated a basic ability to construct
a short film, appropriate to the brief.
Production deadlines overrun.

A03: Application of Key Elements (Cinematography, editing & sound)

7^(/15)

Satisfactory application of knowledge +
understanding of cinematography, editing
+ sound

PRODUCTION MARK (maximum 40)

13

Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work

Mark

Comments supporting mark awarded (refer to band descriptors)

7^(/20)

A basic application of knowledge + under-
standing of how narrative features + drama-
tic elements of short films are constructed

EVALUATIVE ANALYSIS MARK (maximum 20)

TOTAL MARK (maximum 60)

20

Declaration by teacher or lecturer

I certify that the candidate's production and evaluative analysis has been appropriately supervised and that all authenticating stages have been verified (see overleaf). I also certify that the assessed work is the

Date: 22/4/19

N.B. This form can be completed and signed either digitally or by hand.

Coversheet Section B: To be completed by the candidate and teacher
Brief chosen

A short film of between 4 and 5 minutes which includes a narrative which establishes and develops a single character

SHORT FILM LOG (80 mins minimum) – See Appendix A of Specification (p.43)

Film Title	Running Time
Wasp	26 minutes
The Gunfighter	9 minutes
Connect	6 minutes
Wallace & Gromit - The Wrong Trousers	30 minutes
High Maintenance	9 minutes
TOTAL RUNNING TIME	80 minutes

Authenticating stages

(Teachers are not required to submit this evidence for moderation but must be retained by the Centre until December of the academic year following submission to allow for moderation checks if necessary)

Stage	Seen by Teacher (Date)	Candidate signature	Teacher signature
Stage 1: Outline of initial idea	30/10/18		
Stage 2: Plan (outline storyboard for film extract or outline screenplay plus storyboard key section)	4/12/18		
Stage 3: Production in Progress	5/3/19		

Stage 4: Final Submission - Candidate Declaration

The work you submit for assessment must be your own unaided work (with the exception of sound and/or lighting assistants as detailed above).

I confirm that my production and evaluative analysis is my own unaided work. I understand that if any aspect of my production or evaluative analysis is subsequently found to contain material copied or plagiarised from another source, marks for this component and/or for the qualification may be withdrawn.

Signature:

Date:

26/3/19

Stage 5: FILM OPTION ONLY
Coversheet Section C: To be completed by the candidate and teacher
Authenticating stages and acknowledgements
5(a): Sound items not produced by candidate (list item/s)

Songs: Walking on a Dream - Empire of the Sun
Ho Hey - The Lumineers

5(b): Found visual footage [10 seconds maximum] (list item/s)
5(c): Unassessed sound and/or lighting assistants: instructions (list key points)

During the scene where he is writing the note, Joshua helped by holding the lamp at different angles for optimum lighting for the shot

I confirm that the unassessed sound and/or lighting assistants below acted under the direction of the assessed learner and made no creative contribution to the production.

Teacher Name:
Signature:
UNASSESSED SOUND AND/OR LIGHTING ASSISTANTS

I confirm that I followed the instructions of the assessed filmmaker in lighting and/or sound and made no creative contribution to the production.

Name (please print in BLOCK CAPITALS)	Signature	Sound	Lighting
		☐	☒
		☐	☐
		☐	☐

GDPR Consent

Cover Sheet Section D: Candidate to Complete

- WJEC may select your work for use at teacher training events and subsequently upload it onto WJEC's secure website (accessible only to teachers via a secure login). Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- WJEC may select your work for use in teaching and learning resources published on the WJEC/Eduqas public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request.¹
- For further details about how we process your data please read WJEC's [privacy notice](#)

If you prefer that WJEC does not use your work in this way, please tick here:

☐

Centre No:

Candidate name:

Candidate No: 0

Candidate Signature:

Date: 26.03.19

Cover Sheet Section E: Production participants (models/actors) to complete

Over 13

- I am over 13 and I give permission for my film/photographic image to be used according to the points detailed in Section D (above) in line with the consent of the candidate (Section D).

Under 13

- I give permission for my child's film/photo image to be used according to the points detailed in Section D (above) in line with the consent of the candidate (Section D).

Please sign as appropriate.

Name of participant (printed)	Participant/Parent Signature	Date
		27/3/19
		26/3/19
		27/3/19

If any participant has declined permission, please tick here:

☐

¹ You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on film@eduqas.co.uk. Please include the title of the work, the year of assessment, centre name and number, candidate name and the Component in the communication. The work will then be removed from the secure website.

N.B. This form can be completed and signed either digitally or by hand.

Evaluative Analysis of my film

Film name: 'Outcast'

Genre: Tragi-comedy (Begins as a comedy but as the film goes on it becomes more of a tragedy)

A naturalistic film with a non-naturalistic problem

Visual style: Realistic

Main Audience: Anyone over the age of 15, some rude language used in my film

The main message I wanted to convey in my film is that of ginger people (represented by Leon in my film) are seen as 'outcasts'. The film opens as a light-hearted comedy, showcasing how a regular ginger person gets ready each day, how his daily routine is different from others. My aims in the beginning are to get the audience on the side of Leon as a happy-go-lucky person where although he has a different routine to normal people he should be accepted as a normal person. These main aims are not my personal views but I believe I have to showcase them in this to get the audience to sympathise with the character.

The film begins with Leon continuing his usual routine that he does every single day in life plays out until the continued verbal and mental abuse he gets from being ginger leads him to ultimately lose his life at the end of the

I get the message across to the audience that he is proud of his ginger 'heritage' by showing in one of the opening scenes the camera panning down his bedroom wall showcasing posters of these different ginger celebrities. There is no juxtaposition to be made with someone 'normal' getting ready as I only wanted to focus on him in the short film.

I wanted to use pathetic fallacy in my film to show that the weather reflects the mood of the film. For example, although at the start it is cloudy it is still bright and all the shots are made with natural lighting but when the film starts getting more and more sad the scenes itself get darker with it, being filmed in the evening time so there is not as much natural light in the shot.

The narrative structure is quite a simple one that would usually be found in most Hollywood-esque films, there is a beginning a middle and an end. But what sets my film apart in the narrative structure is that I open the film with a clip from the end so that when the film finishes it would have gone full circle, similar films to have done this are 'Eternal Sunshine of a Spotless Mind' 2004 and 'Saving Private Ryan' 1994.

Sound: My original plan was to have diegetic sound throughout using dialogue on top of natural sounds, but while I was recording I worked out that muting all the scenes/clips from my film and using the non-diegetic music added in in post-production, dialogue would only be heard at the end of the film in a voiceover. The voiceover being read out while the character reads it on screen.

The song I use gives all the emotions I want to be covered in my film, it is a happy tune but the lyrics actually represent the message I want to be conveyed by my film, which is that of loneliness and being an outcast for example. I have a second song that begins at the start of the 'getting ready' montage which is a slightly more upbeat piece of music and that lasts for the entire duration of the song, which is about 3 and half minutes long. It then reverts back to the original song from the point where it faded out as the film begins to get a little more solemn in atmosphere and from then on it really begins to get more and more emotional.

Editing: Even though the film very rarely goes to any fast-paced action whatsoever I filmed all the shots in a way that they can be cut after just a couple of seconds if need be. It is not just quick editing cuts throughout as I do have several long shots that go on for a few seconds as well, but the main bit of editing in my film is the Montage I have during the first half of the film where several quick cuts come one after another and hopefully (this is before I have edited this section of the film) along to the beat of a song.

(13/03/2019): I have now finished all my filming and editing and from now on it will be about the finished product.

As mentioned before, the editing and the cuts have a longer and longer time gap between them as the film goes on, as similar to how by the end of the film it is night time, conveying the sadness that has overcome in Leon's life.

Creating Overall Meaning: As mentioned before, my ideology of my film and the way it is presented to the audience must be taken with a grain of salt as although the film has a tragic aspect about it it was originally supposed to be presented as comedy, with very expressive shots and stereotypical plays on what gingers do with their day (being really suspect to sunburn) but then while I was filming it I decided I wanted to include some sort of rollercoaster of emotions and then that makes it easier to put in the things we need for our 'narrative structure' mine being a mix between a plot twist and a climax as they both happen in the same scene.

From the list of short films I originally wanted my film to be similar to 'The Gunfighter' as I really enjoyed the voiceover being recognized in the film by the characters and the way the whole film played off of the voiceover added in post and I was quite tempted to attempt to play off of that and do something similar in my film, the reason I didn't do that is because my main character wanted to use as little dialogue as possible, for personal reasons.

When watching 'Wasp' (2003) directed by Andrea Arnold, her film was made in a sort of amateurish but definitively naturalistic kind of way and I wanted to represent the feeling of that bad things can happen in anyone's street, regardless of wealth or location. 'Wasp' is a 26 minute short film written and directed by Andrea Arnold. It has a linear narrative and story which involves a poor mother of 4 attempting to get back with her ex boyfriend while neglecting her kids at the same time.

The film has many different problems in the narrative that are highlighted throughout, e.g; the kids being hungry, the kids disrupting Zoe, Zoe barely scraping by financially, Zoe hiding the kids from Dave and also the wasp. Most of the problems are resolved in the film but the short lacks no proper ending so it is down to the audience to guess what happens.

The sense of naturalism in Wasp is similar to the sense in my film, although unlike Wasp I used more film techniques such as montage and also Andrea Arnold doesn't use any editing techniques such as cross fades or whip-pans in her film, which arguably could make her film more natural than mine but then you remember that my film is a naturalistic film with a non-naturalistic problem. Her film is somewhat similar to mine as they both highlight a vulnerable part of society and send a message through the film as well, hers just being about children and also hers having a more light-hearted ending than mine.

'Connect' is a short film directed and written by Samuel Abrahams, it is about a socially conscious young woman who falls for this man on a bus, and attempts to try and be with him while going through different emotions.

The story was chronological and the cuts were short, and all of the cuts that were made were simple short ones. When it got to the scene where an Asian male gets on the bus and shoots a male in a seat just so he could sit on it. This is a standout scene in the film as it is the most unnatural scene in the story, with everyone around not paying attention or caring about a murder shows the society's disconnect and how they only care about themselves. The way the young woman is portrayed is that she is trying to overcome that social boundary by being attracted to a total stranger.

After getting bumped into by the man the young woman playfully touches his finger a couple times and finally they hold hands and then everyone on board the bus started dancing, this was to represent the connection that had finally been made in a society of disconnections.

I've always enjoyed Wallace and Gromit and other works by Nick Park of Aardman Animations, with other works such as Chicken Run and Flushed Away and his short film 'Wallace and Gromit – The Wrong Trousers' was one of my favourite films to watch growing up and I was so happy it was part of the list of short films, unfortunately I cannot animate at all and I did not have actors with the correct level of skill to make my film an Aardman Animations type of film, but if I had the things I needed to make it then 'Outcast' would've turned out a lot differently.