

GCSE Film Studies

Component 1 Exam Walk Through

C670U10-1

(June 2019 paper)



What you should have in front of you:

- A copy of the exam paper
- An answer booklet / lined paper
- A pen
- Highlighter pen



- This paper is GCSE Film Studies Component 1.
- It lasts for ONE hour and THIRTY minutes.
- The paper is made up of 3 sections.
- Section A: US FILM Comparative Study (50 marks) 60 mins
- Section B: Key developments in film and film technology (5 marks) 5 mins
- Section C: US Independent film (15 marks) 25 mins

The paper is testing:

- Your ability to compare two historical Hollywood films
- Your ability to answer questions on film technology from the timeline within the specification
- Your understanding of US independent film in relation to the specialist writing you have studied



We will be looking at the Component 1 paper available here:

<http://pastpapers.download.wjec.co.uk/s19-5670-01.pdf>



GCSE – NEW

C670U10-1



MONDAY, 10 JUNE 2019 – MORNING

FILM STUDIES – Component 1
Key Developments in US Film

1 hour 30 minutes



What should I do first?

Read the instructions on the front of the Exam Paper

INFORMATION FOR CANDIDATES

The allocation of marks is given at the end of each question or part-question. The number of marks indicates the length of the response required.

Candidates are reminded that the use of specialist film language will be assessed in questions

0	1
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 c),

0	2
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 c),

0	3
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 and

0	5
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You are advised to spend approximately **60 minutes** on **Section A**, **5 minutes** on **Section B** and **25 minutes** on **Section C**.



Section A: US Film Comparative Study



Assessment Objectives

AO1 Demonstrate knowledge and understanding of elements of film.

AO2 Apply knowledge and understanding of elements of film, including to:
analyse and compare films

The questions in this section test AO1 and AO2

AO1 tests your ability to demonstrate knowledge and understanding from the films in relation to the key word in the question

AO2 tests your ability to APPLY this knowledge using more detailed examples from the film, including sequence analysis



Read the instructions in Section A

Locate and highlight the comparison you have studied.

SECTION A: US Film Comparative Study

- *King Solomon's Mines* (Bennett & Marton, 1950) **and** *Raiders of the Lost Ark* (Spielberg, 1981)
- *Singin' in the Rain* (Donen & Kelly, 1952) **and** *Grease* (Kleiser, 1978)
- *Rear Window* (Hitchcock, 1954) **and** *Witness* (Weir, 1985)
- *Rebel without a Cause* (Ray, 1955) **and** *Ferris Bueller's Day Off* (Hughes, 1986)
- *Invasion of the Body Snatchers* (Siegel, 1956) **and** *E.T. the Extra-Terrestrial* (Spielberg, 1982).

US film 1930-60

Answer **question**

0	1
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 in relation to the film produced between **1930 and 1960** from your chosen comparative study films:

- *King Solomon's Mines* (1950)
- *Singin' in the Rain* (1952)
- *Rear Window* (1954)
- *Rebel without a Cause* (1955)
- *Invasion of the Body Snatchers* (1956).



Read question 1

The questions here are stepped which means they relate to the same topic area and grow in points as you progress through them

US film 1930-60

Answer **question**

0	1
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 in relation to the film produced between **1930 and 1960** from your chosen comparative study films:

- *King Solomon's Mines* (1950)
- *Singin' in the Rain* (1952)
- *Rear Window* (1954)
- *Rebel without a Cause* (1955)
- *Invasion of the Body Snatchers* (1956).

- | | |
|---|---|
| 0 | 1 |
|---|---|
- a) Identify **one** example of costume used in your chosen film. [1]
- b) Briefly outline what this costume tells us about the character. [4]
- c) Explore how mise-en-scène is used in **one** sequence from your chosen film. [10]



Read question 1

These questions should be answered on the film you have studied from Group 1.

0

1

- a) Identify **one** example of costume used in your chosen film. [1]
- b) Briefly outline what this costume tells us about the character. [4]
- c) Explore how mise-en-scène is used in **one** sequence from your chosen film. [10]



Question 1a

0	1
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 a) Identify **one** example of costume used in your chosen film.

[1]

This question is worth one mark.

Choose an example that will allow you to develop your answer in 1b. You need no extra detail other than one costume example and your chosen film.



Question 1a: Mark Scheme

Section A: US Comparative Study

01. (a) Identify **one** example of costume used in your chosen film. [1]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
1 mark	Identifies one example of costume or props (no additional description is required)
0 marks	No response attempted or no response worthy of credit.

Examples of whole or individual aspects of costume candidates may identify in their responses are acceptable.

Responses for one mark may look like this:

“In Invasion of the Body Snatchers Becky wears a dress.”



Question 1b

b) Briefly outline what this costume tells us about the character.

[4]

This question requires you to develop your example from Q1a.
It asks you what the costume TELLS US about the character.



Question 1b: Mark Scheme

b) Briefly outline what this costume tells us about the character.

[4]

Responses may include:

The meaning indicated by the costume or prop could focus upon:

- Type of character, hero or villain etc.
- Role in narrative, main protagonist, supporting character etc.
- Representation, positive, negative, typical or untypical
- Status – class or other social/contextual interpretations

For example:

“When the main female protagonist, Becky, of Invasion of the Body Snatchers is introduced she is wearing what looks like a formal prom style [1] of dress. This portrays her as a glamorous as the love interest [1]. This is very 1950’s representation [1] as despite looking like she is going on a date, she is in fact going to work in her dad’s hardware shop highlighting her objectification [1].”



Question 1b: Mark Scheme

b) Briefly outline what this costume tells us about the character.

[4]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
4 marks	Explains in an excellent way how this example of costume generates meaning.
3 marks	Explains well how this example of costume generates spectator responses.
2 marks	Explains satisfactorily how this example of costume generates spectator responses.
1 mark	Explains in a basic way, with some inaccuracies, how this example of costume generates spectator responses.
0 marks	No response attempted or no relevant response/response worthy of credit.



- c) Explore how mise-en-scène is used in **one** sequence from your chosen film. [10]

On the higher tariff questions, it may help to highlight key words from the question

Explore how **mise en scene** is used in **one sequence** from your chosen film.

TIPS

- It is important here to choose a key sequence where you have lots of detail that you can write about.
- Be sure to stay focused on the element of mise en scene.
- Try not to talk about the film descriptively or tell the story/plot. The question is looking for a **SEQUENCE ANALYSIS**



Explore how **mise en scene** is used in **one sequence** from your chosen film.

The mark scheme gives examples of what you might explore in your sequence analysis:

- how the use of their example of mise-en-scene is typical and is thus used within a sequence in conventional ways.
- how their example of mise-en-scene relates to a character or characters and thus how it relates to the narrative of the sequence
- how the example of mise-en-scene is designed to create particular responses in spectators
- a use of mise-en-scene which is less conventional, exploring its implications for character, narrative and spectators.
- the connotations of any relevant aspects of film form through a brief exploration of a sequence



Question 1c: Mark Scheme

- (c) Explore how mise-en-scene is used in **one** sequence from your chosen film. [10]

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p>5 marks</p> <ul style="list-style-type: none"> Excellent demonstration of knowledge and understanding of elements of film. 	<p>5 marks</p> <ul style="list-style-type: none"> Applies excellent knowledge and understanding of mise-en-scene, including to analyse films Explores one sequence from chosen film highly effectively and highly relevantly in response to the question Uses subject-specific terminology in an excellent and highly relevant way.



You may now wish to complete Section A Q1a, b & c:

You have 15 minutes.



Read question 2

Just like Q1, The questions here are stepped which means they relate to the same topic area and grow in points as you progress through them

US film 1961-90

Answer **question**

0	2
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 in relation to the film produced between **1961 and 1990** from your chosen comparative study films:

- *Raiders of the Lost Ark* (1981)
- *Witness* (1985)
- *Ferris Bueller's Day Off* (1986)
- *Grease* (1978)
- *E.T. the Extra-Terrestrial* (1982).

- | | |
|---|---|
| 0 | 2 |
|---|---|
- a) Identify **one** character type featured in your chosen film. [2]
- b) Briefly outline the role of this character type in your chosen film. [3]
- c) Explore how genre conventions are used in **one** sequence from your chosen



Read question 2

These questions should be answered on the film you have studied from Group 2.

0

2

- a) Identify **one** character type featured in your chosen film. [2]
- b) Briefly outline the role of this character type in your chosen film. [3]
- c) Explore how genre conventions are used in **one** sequence from your chosen film. [10]



Question 2a

0

2

a) Identify **one** character type featured in your chosen film.

[2]

This question is worth two marks.

Choose an example that will allow you to develop your answer in 2b.

The term character TYPE expects you to go beyond just naming a character from your film.



Question 2a: Mark Scheme

02. (a) Identify **one** character type featured in your chosen film. [2]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
2 marks	Additional description and/or example indicates knowledge of character type.
1 mark	Identifies one character type (no additional description is required)
0 marks	No response attempted or no response worthy of credit.

A character type may include theoretical references to Propp etc. or be more generic in nature such as central characters or supporting characters.

For example:

“Dr. Henry Walton “Indiana” Jones, Jr. is the main hero [1], the protagonist [1] in Raiders Of The Lost Ark.”



Question 2b

b) Briefly outline the role of this character type in your chosen film.

[3]

This question requires you to develop your example from Q2a. It asks you what to **OUTLINE** the **ROLE** of this character type within the film.



Question 2b: Mark Scheme

b) Briefly outline the role of this character type in your chosen film.

[3]

You may consider:

Narrative:

- the role of character and character function in narrative/make or include theoretical references to Propp etc.

Genre:

- the conventions of genre based on iconography, including mise-en-scène, characters, narratives and themes/ make reference to issues of typicality

Audience:

- the role character types and their conventions play in readily engaging an audience
- audiences respond to character types with which they are familiar
- audiences expect to see particular character types
- The candidate may make reference to audience identification or star appeal

Representation:

- The candidate may discuss issues of representation including symbolism



Question 2b: Mark Scheme

(b) Briefly outline the role of this character type in your chosen film. [3]

Band/marks	AO1 Demonstrates knowledge and understanding of elements of film
3 marks	Excellent knowledge and understanding of how and why character types are used in films.
2 marks	Satisfactory knowledge and understanding of how and why character types are used in films.
1 mark	Basic knowledge and understanding, with some inaccuracies, of how and why character types are used in films.
0 marks	No response attempted or no relevant response/response worthy of credit.



- c) Explore how genre conventions are used in **one** sequence from your chosen film. [10]

On the higher tariff questions, it may help to highlight key words from the question

Explore how **genre conventions** are used in **one sequence** from your chosen film.

TIPS

- It is important here to choose a key sequence where you have lots of detail that you can write about.
- Be sure to stay focused on the element of genre conventions.
- Try not to talk about the film descriptively or tell the story/plot. The question is looking for a **SEQUENCE ANALYSIS**



Explore how **genre conventions** are used in **one sequence** from your chosen film.

The mark scheme gives examples of what you might explore in your sequence analysis:

- How the sequence may suggest that genre conventions are being used conventionally, representing what audiences standardly expect.
- How the sequence may suggest that genre conventions are being played with, representing a variation from what audiences standardly expect
- Key elements of film will be referred to in order to demonstrate how they convey, in film terms, the genre type to audiences, which might involve emphasizing, focusing on, intensifying or drawing attention to conventions
- A character may itself be identified as a genre convention (e.g. hero/damsel in distress)



Question 2c: Mark Scheme

- (c) Explore how genre conventions are used in **one** sequence from your chosen film. [10]

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	5 marks <ul style="list-style-type: none"> Excellent demonstration of knowledge and understanding of elements of film. 	5 marks <ul style="list-style-type: none"> Applies excellent knowledge and understanding of genre(s), including to analyse films Explores one sequence from chosen film highly effectively and highly relevantly in response to the question Uses subject-specific terminology in an excellent and highly relevant way.

A good sequence to discuss here in Raiders Of The Lost Ark would be Indy's confrontation with the black clad sword wielding assassin. There is the costume contrast of hero and villain, iconic props, dramatic build-up of audience expectation of a conventional fight sequence. Its ultimate climax undercuts this expectation by drawing on less typical aspects of Indy's heroic persona as he 'comedically' shoots the antagonist despatching the assassin as a distracting irritant rather than the expected obstacle / challenge.



You may now wish to complete Section A Q2a, b & c:

You have 15 minutes.



US film comparative study

Answer question

0	3
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 in relation to **both** your chosen comparative study films:

- *King Solomon's Mines* (1950) and *Raiders of the Lost Ark* (1981)
- *Singin' in the Rain* (1952) and *Grease* (1978)
- *Rear window* (1954) and *Witness* (1985)
- *Rebel Without a Cause* (1955) and *Ferris Bueller's Day Off* (1986)
- *Invasion of the Body Snatchers* (1956) and *E.T. the Extra-Terrestrial* (1982).

0	3
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 Compare the contexts of your chosen films.

In your answer, you may consider:

- Social, cultural contexts (e.g. attitudes and beliefs at the time)
- Historical, political contexts (e.g. key events at the time)
- Production (e.g. technological, institutional)

Read question 3

These questions should be answered on BOTH of the films you have studied in a COMPARATIVE essay.

US film comparative study

Answer question

0	3
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 in relation to **both** your chosen comparative study films:

- *King Solomon's Mines* (1950) and *Raiders of the Lost Ark* (1981)
- *Singin' in the Rain* (1952) and *Grease* (1978)
- *Rear window* (1954) and *Witness* (1985)
- *Rebel Without a Cause* (1955) and *Ferris Bueller's Day Off* (1986)
- *Invasion of the Body Snatchers* (1956) and *E.T. the Extra-Terrestrial* (1982).

0	3
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 Compare the contexts of your chosen films.

In your answer, you may consider:

- Social, cultural contexts (e.g. attitudes and beliefs at the time)
- Historical, political contexts (e.g. key events at the time)
- Production (e.g. technological, institutional)



Question 3

0

3

Compare the contexts of your chosen films.

In your answer, you may consider:

- Social, cultural contexts (e.g. attitudes and beliefs at the time)
- Historical, political contexts (e.g. key events at the time)
- Production (e.g. technological, institutional)

[20]

This question is worth 20 marks and tests your ability to compare your two films.

- AO1 Demonstrate knowledge (10 marks) – you can do this by referring to the films, concepts and contexts you have studied which are relevant to the question. Use the key words in the question to figure out which elements/concepts/contexts of film you should demonstrate knowledge of.
- AO2 Apply knowledge to compare films (10 marks) – you should apply the knowledge you are demonstrating in a way that COMPARES the two films you have studied. You should be comparing your films the whole way through your response. This can be done by writing a paragraph on one film then connecting to your next film with words such as ‘whereas’, ‘however’, ‘similarly’, ‘this is different in X’, ‘in contrast’, ‘comparatively’, ‘likewise’.



Compare the **contexts** of your chosen films

[20]

Top Tips

Highlight key words in the question and focus your response on these areas

Try to compare your films throughout

Make 3-5 key comparisons

Use detailed evidence including sequence analysis from your films to support each point in your argument

Use appropriate film language and terminology throughout

Use your introductory paragraph and words from the question to help conclude.

You can focus on one or more contexts



Question 3: Mark Scheme – Contexts

- social context (aspects of society and its structure reflected in the film) band 5 answers may specifically address 1 or more key features here for example social class or gender roles
- cultural context (aspects of culture – ways of living, beliefs and values of groups of people – reflected in the film) band 5 answers may specifically address 1 or more key features here for example family values or religion
- historical context (aspects of the society and culture at the time when films are made and, where relevant, when they are set) band 5 answers may specifically address 1 or more key features here for example the cold war or economic circumstances of the 50's & 80's.
- political context (the way political issues, when relevant to the film chosen, are reflected in a film) band 5 answers may specifically address 1 or more key features here for example communism or the general political climate of the 50's & 80's.
- technological context (the technologies reflected in a film's production and, in some cases, in its narrative) band 5 answers may address 1 or more decade specific aspects of technology in a pre or post VFX/CGI production age.
- institutional context (how films are funded, how the level of production budget affects the kind of film made and the main stages of film production) band 5 answers may address 1 or more decade specific aspects of production in a pre or post studio system, A & B movie and independent production structures.



You may now wish to complete Section A Q3:

You have 20 minutes.



Section B: Key Developments in Film & Film Technology

The Appendix for Section B can be found on p.31 of the specification



These questions require fact based knowledge based on the Appendix within the Specification (p.31)

This section is worth 5 marks.

SECTION B: Key developments in film and film technology

- | | |
|---|---|
| 0 | 4 |
|---|---|
- a) In what decade were the first moving images created? [1]
- State the correct answer in your answer book: **1780s 1890s 1900s.**
- b) Name the film credited with being the first feature with a soundtrack, and its star. [2]
- c) Give **two** examples of film technology that emerged in the 1950s. [2]



You may now wish to complete Section B Q4:

You have 5 minutes.



Section B, Q4, Answers

04. (a) In which decade was the first moving images created?

State the correct answer in your answer book: 1780s 1890s 1900s. [1]

Award **one mark** for the correct decade only: **1890s**.

(b) Name the film and its star that is credited with being the first feature with a soundtrack. [2]

Award **one mark** for **each** of the following, up to a maximum of two marks:

- **The Jazz Singer – Al Jolson**

(c) Give **two** examples of film technology that emerged in the 1950's. [2]

One mark may be awarded for a valid example.

- **wide-screen technology**
- **3D technology**
- **Lightweight portable cameras**



Section C: US Independent Film

The Specialist Writing Pack for this section can be found here:

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=990>

SECTION C: US independent film

- 05.** Explore how far you **agree** with the specialist film writing on the chosen film you have studied? Illustrate your points by referring to at least one key sequence.

In your answer, you may consider:

- identify the example of specialist writing you are using
- briefly describe at least one key idea from the example of specialist writing you have studied
- outline what these key ideas suggest about your chosen film
- show how these ideas compare with your own views on the film

[15]



- 05.** Explore how far you **agree** with the specialist film writing on the chosen film you have studied? Illustrate your points by referring to at least one key sequence.

This question asks you HOW FAR YOU AGREE with the specialist film writing you have studied.

It requires you to have a stance – do you agree or not? You may agree with some points but not others.

Find 1-3 sequences to support your argument. These may illustrate your agreement with the specialist writing or an alternative way of looking at the film.



- 05.** Explore how far you **agree** with the specialist film writing on the chosen film you have studied? Illustrate your points by referring to at least one key sequence.
- It might help you to plan your response to this question.
 - That will enable you to decide whether you have more points for agree or disagree.
 - The plan below shows more points for the ‘disagree’ argument

HURT LOCKER IS WAR PROPAGANDA - AGREE	HURT LOCKER IS WAR PROPAGANDA - DISAGREE
Use of heroic male character played by sexy male star Jeremy Renner	Sequence - bomb disposal where soldier dies – does not glamourize events of war
	Sequence – closing – Main character is unhappy and cannot adjust to normal daily life



The mark scheme gives examples of what a response to this question might look like:

- a clear identification of the specialist writing they have studied
- a brief description of the specialist writing and what it suggests about the film
- agree and/or disagree or for and/or against discussion of the specialist writing
- candidates may relate their specialist writing to any aspect of the film – its key and structural elements, its narrative and themes, its contexts
- candidates may demonstrate clearly how the specialist writing has helped deepen their understanding
- evidence is likely to involve how studying the specialist writing uncovers aspects about the film not apparent on an initial viewing: key elements of film form and the making of the film; aspects about characters, the narrative and the themes and issues it raises; contexts of the film
- some candidates may offer an interpretation of the film they have achieved as a result of studying the specialist writing
- candidates may challenge or question the specialist writing
- discussion of a sequence from the film will support the deeper understanding they have gained of the film.



How do I start?

Example Opening

The opening to a question like this needs to set out your stall:

SET OUT YOUR STALL or where you stand in the debate using key phrases from the question.

INTRODUCE THE WRITING and THE FILM YOU HAVE STUDIED

Whilst I agree with some points in Tara McKelvey's article 'The American Prospect' article, there is more evidence to suggest that The Hurt Locker does not glamourise war.



Question 5: Mark Scheme & Assessment Objectives

Band	AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to analyse films
5	<p>5 marks</p> <ul style="list-style-type: none"> Excellent demonstration of knowledge and understanding of elements of film. 	<p>9-10 marks</p> <ul style="list-style-type: none"> Applies excellent knowledge and understanding of the elements of film as evident in specialist writing used, including to analyse films Uses excellent points to develop a highly coherent point of view in response to the question, demonstrating an excellent knowledge and understanding of subject-specific terminology.



You may now wish to complete Section C Q5:

You have 15 minutes.



Component 1 Exam Paper June 2019

<http://pastpapers.download.wjec.co.uk/s19-5670-01.pdf>

Component 1 Mark Scheme June 2019

<http://pastpapers.download.wjec.co.uk/s19-C670U10-1%20EDUQAS%20GCSE%20Film%20Studies%20-%20Comp%201%20MS%20S19.pdf>

Specialist Writing Extract Pack (to be used with Section C)

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=990>

Sample student responses:

Oer.wjec.co.uk

