GCSE FILM STUDIES

Film Extract and Evaluation Exemplar Pack

Component 3 Non-Exam Assessment (Summer Series 2019)

Candidate No. Title Page Nos.	Film Extract			Evaluation Mark /20	TOTAL /60	GRADE
	Genre and Narrative /25	Key Elements /15	Production Total /40			
CANDIDATE 1 Transporter 1 to 4	21	13	**34**	19	**53**	**8**
CANDIDATE 2 Lawkan 5 to 7	20	13	**33**	17	**50**	**7**
CANDIDATE 3 Silence 8 to 10	22	14	**36**	14	**50**	**7**
CANDIDATE 4 The Living Nightmare 11 to 13	18	12	**30**	16	**46**	**6**
CANDIDATE 5 That Saturday 14 to 17	9	9	**18**	8	**26**	**2**

CANDIDATE 1

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GCSE FILM STUDIES
Component 3: Production Coversheet

APPENDIX 1

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* **X Film Extract** ☐ **Screenplay Extract and Shooting Script**	
Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
A03: Application of Structural Elements (genre and narrative) The film demonstrates a clear understanding of the crime genre conventions such as the use of mise-en-scene and dialogue (especially in the voiceover). He has shown a sophisticated understanding of narrative devices through his inclusion of a circular narrative. There is a clear sense of characters, who are all wearing appropriate costumes. Overall, the product is finished to an excellent standard.	(21/25)
A03: Application of Key Elements (Cinematography, editing & sound) There is evidence of creative shot selection and camera movement, especially in the scenes in the forest. The use of editing and sound is highly effective and reflects the crime genre. Aaron has carefully chosen an appropriate soundtrack, use of voiceover and shown ability to control the volume of dialogue.	(13/15)
PRODUCTION MARK (maximum 40)	**(34)**
Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
  Relevant cinematic influences have been carefully chosen by Aaron and are clearly used in his film as demonstrated through screenshots. He confidently uses film language to evaluate his work and make comparisons to professional work. He is also able to clearly identify his target audience and discuss how his film would appeal to them.	(19/20)
EVALUATIVE ANALYSIS MARK (maximum 20)	
TOTAL MARK (maximum 60)	53

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

In the opening sequence of *Transporter* an ambitious gang leader Boneface introduces the characters and tells us about his drug deal with another gang. Tempers rise when the drugs do not arrived as planned. An alteration breaks out resulting in a fatal stabbing. The sequence ends with the drug transporter stashing the drugs.

I wanted to make a film in the crime genre, that has aspects of British social realism set in London. Cast with a majority of young teenagers this film will be produced by an independent production company with a target audience of 14 -30 year olds.

The conventions of the Crime genre is the expose of vices of ambitious, street wise, materialistic, always fatally flawed, self destructive heroes/antagonists and villains. My theme is heroes versus villains and has connotations of British social realism. My protagonist is an ambitious gangster/hero running a drug business.

In Lock Stock and Two Smoking Barrels (Guy Ritchie 1998) voiceover narration is employed to give the audience a deeper understanding of a complex plot line. I used voice over to introduce the characters, giving the audience an understanding of what is happening and to knit the visual action.

In Pulp Fiction (Quentin Tarantino 1994) Tarantino lets his characters improvise about things not directly related to plot. This dialogue device fills that gap between reality and fantasy and helps the viewer develop a relationship to the characters. I used this device in the police scene in the dialogue between the police officers as they chew the fat.

As we can see from the stills above, I used a shallow focus, eye level shot from the viewers perspective in the police shot similar to Pulp fiction's Royal with Cheese scene.

Ill Manners (Ben Drew 2012) depicts gang attitude and culture, the allure to young people and their subsequent vulnerability. I have used young gang characters with similar attitude. I portrayed the volatility of gangs members and the vulnerability of young people in gangs.
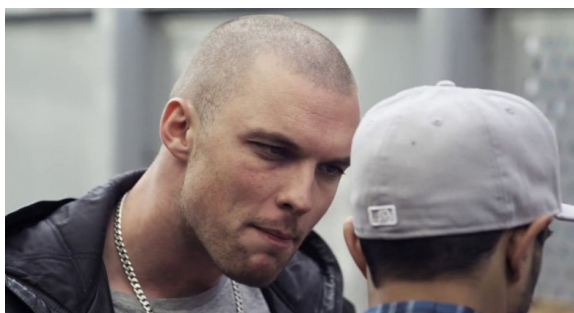
I use similar cinematography to Ill Manners in the above POV, where we observe the scene from Bonefaces perspective. The low angle shot suggests an inferiority and being dominated.

The costumes and props were improvised from family wardrobes. The seller gang have a red and black theme in their costumes, one wearing an ugly biker mask that hides his identity. The police costumes were adapted to copy the convention of British police officers. |They are positioned as the antagonists. Safety concerns over knife usage in my risk assessment was dealt with by extending a plastic knife with tinfoil, the knife bent when pretendedly trussed in the actors side. To give realism to the handling of the drug package I used a block of modelling clay.

Locations were chosen to allow for maximum use and convey urban London setting. For example the garages where we filmed had two exits, but through careful filming, it appeared to have four entry/exits points necessary for the blocking.

Hand held shots introduce the police because I needed flexibility to film this scene whilst walking backwards in front of the actors to convey their walking pace. This way I kept them in mid shot while they walked. I wanted the audience to be intimate listeners to the dialogue and see the actors facial reactions.

Using an establishing shot of the police arriving at the crime scene, I used fast motion to give the appearance of the police running hard to convey the serious situation. The subdued greyness of the light, non diegetic sound of a heart monitor bleep and upward pan signify hopelessness and the dying victim.

I shot the film on a Cannon 550D, using a Shotgun mike and tripod with a fluid head. The editing and the final version was produced on Adobe Premiere Pro.

One successful part of my work was the introduction of the characters with voiceover narration, straight cuts and soundtrack to set the scene. The narrator Boneface introduces his partner as 'the muscle'. The mood is cool and upbeat. The police are in mid-range shot on the beat. An establishing shot introduces the buyers. They move as one black 'beast'. I used jump cuts and timed their movement to the soundtrack of gangster rap from IceT. The urban soundtrack is a convention of the crime genre. 'I ain't new to this' conveys that they are experienced gangsters. 'Catch a left and a right fist' implies volatility and violence. This section ends with a straight cut to the relaxed drug transporter on his way, cycling through a wood with diegetic background birdsong.

In the end section, the Transporter rides in, skids, a close up show him register, the scene off camera. A panning shot of him racing through the woods with background diegetic police siren getting louder, suggests the police getting closer. A hand-held up and down shaking pan creates blurred trees and sky, suggests the confusion and panic of the Transporter. The whole shoot happened intuitively and I shot a greater range of POV's, resulting in greater choice when editing.

I saw how the initial ideas develop and changed through the process of script, storyboard, shooting and editing. I learned about camera angles, pans, etc. and discovered blocking, timing and continuity. Filmed in winter time in natural lighting, daylight was short. In future I would maximise shooting time, lengthen filming time and shoot more POV's. Also plan earlier pre-production preparation of wardrobe and equipment to reduce stress.

Through re-editing I reduce the sequence time and did a horizontal flip, where I had broken the 180 degrees rule. I use a bleep and record scratches to remove swearing.

CANDIDATE 2

GCSE 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* **x Film Extract** ☐ **Screenplay Extract and Shooting Script**	
Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
A03: Application of Structural Elements (genre and narrative) Good ability to apply knowledge and understanding of the relevant genre conventions to a genre-based film extract. Relevant genre conventions captured reasonably appropriately. Satisfactory selection of reasonably appropriate characters, narrative and mise-en-scene in regards to setting, props and costume for the relevant genre of Psychological Horror.	20(/25)
A03: Application of Key Elements (Cinematography, editing & sound) Excellent ability to apply knowledge and understanding of cinematography, editing and sound to produce a genre-based film extract. Excellent, creative and highly appropriate shot selection and camera movement. Excellent use of highly appropriate editing, including soundtrack.	13(/15)
PRODUCTION MARK (maximum 40)	**33**
Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
Overall there is excellent ability to apply knowledge and understanding of relevant genre conventions to analyse and evaluate the genre-based film extract although could have been more in depth to secure higher in the boundary. Excellent ability to apply knowledge and understanding of camerawork and editing to analyse and evaluate how far the genre-based film extract meets its aims and main audience. Excellent ability to analyse and evaluate the execution of the film extract in relation to other professionally produced film extracts with clear creative vision. **EVALUATIVE ANALYSIS MARK** (maximum 20)	17(/20)
TOTAL MARK (maximum 60)	50

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 candidate's unaided work and to the best of my knowledge includes no plagiarised material.

Signature: __   _____**Date:** 8.5.19

My Product Analysis 'Lawkan' 2018

My opening sequence created for coursework is a psychological horror set In 2006 on the 6th of June. I deliberately set this on this specific date because when represented in numbers it's 06/06/06, a classic paradigm of horror movies because of the devilish connotations of this number. The opening sequence is aimed at the target demographic of people aged 15-22 because I believe that this demographic show most interest in this genre – they like to be scared! The story behind the film involves a psychopath named Lawkan who has managed to break out of a secure hospital for the treatment of the mentally ill, and has decided to take revenge on the people he believes have done him wrong and who stand between him and his perception of freedom.

I also intended to establish the protagonist, Lawkan, as a villain from the beginning of the sequence by instilling a sense of fear in the audience in contrast to the sympathy they also might feel towards him. The effect of this, as with many psychological horror movies such as 'The Shining' (Kubrick, 1980) and 'Psycho' (Hitchcock, 1960), is that the audience is discomforted and have mixed emotions towards the main character. They want Lawkan to succeed despite being terrified by him. I created this fear by using slanted shots and panning shots side to side when we are first introduced to Lawkan to represent to the audience that he has a crooked mind and isn't a mentally stable Character. I also used a blue tint and dark lighting when editing to create a dark mood to show his dark evil character. My sequence conforms to Todorov's narrative theory of the 5 stages of narrative although as it is an opening it only reaches the 2nd stage of the disruption after the 1st stage of equilibrium.

My opening sequence took huge inspiration from the opening sequence of Barry Sonnenfield's 2012 mainstream film 'Men in Black III'. This is because the main antagonist is established in a high security prison on the moon. In this scene it's very dark which caused me as a viewer to instantly label him as a bad character who will soon cause terror on other characters. In my opening Lawkan is in a dark room and I tried to block out as much light as possible so that the dark mood and atmosphere was fully achieved to match Lawkan's dark character. The villain breaks out of the prison and leaves the moon. Similarly, in my sequence Lawkan eventually breaks out of the chair and escapes from the secured hospital to start his journey of revenge.

One of the elements of film that was used very well in this film was sound, as I included both diegetic and non-diegetic sound. Although the opening sequence had very little sound intentionally, I did add some non - diegetic sounds such as very chilling, dark, background music which added more fear to the film and it was also very suspenseful to keep the viewers on the edge of their seats. The non-diegetic sound like the dialogue was very limited, for example Lawkan had less than 7 lines in the opening sequence. By doing this the audience begin to want more from this mysterious character and it opens the door to many different further interpretations on the character. I used simple but jarring diegetic sounds like footsteps and the ticking of a clock, which is natural but also very chilling and suspenseful in the sequence.

Commented [IG1]:

Commented [IG2]: Excellent understanding of relevant genre conventions

Commented [IG3]: Understanding of how movie meets aims and audience

Commented [IG4]: How the genre based film extract meets aims and audience

Commented [IG5]: Film extract in relation to professionally produced films

Commented [IG6]: Relevant genre conventions

Commented [IG7]: Excellent knowledge of genre conventions

Commented [IG8]: Analysis of professionally produced film

Commented [IG9]: Cinematography and lighting understanding genre conventions

Commented [IG10]: Genre conventions
High level analysis and evaluation of execution of film extract

Commented [IG11]: Excellent editing to analyse and evaluate how far the genre-based film extract meets its aims and main audience.

Commented [IG12R11]: High level editing and use of sound.

Another film that my product was influenced by was 'Carrie' (2013) by Kimberly Pierce. This is because my main protagonist Lawkan is based off the eponymous protagonist 'Carrie'. This is because Carrie has supernatural powers that she uses to cause havoc and terror upon people, especially for revenge, as she has been through very hard times and she wants to get back at the causers of these hard times and anyone who stands in her way. Lawkan also has superhuman abilities that are like Carrie's that he uses to hurt people and even kill people which is shown when he kills his brother Matthew at the end of the sequence.

Lawkan has a very dark background and past like Carrie and he has similar motives to Carrie which is to get revenge on the ones who have done wrong on him and who comes between him and that goal. My intention was that throughout the film the audience find out different things about Lawkan's dark past and what caused him to be the way he is adding context to his actions.

In conclusion I think that I produced a very entertaining and successful opening sequence of a psychological horror film. This is because in my film I included all of the four elements of film: Mise-en-scene, cinematography, editing and sound, and I used these very well to tell the narrative of the movie to my audience. I think that this film is interesting and exciting for the audience mainly because of the editing and sound used to create fear.

Commented [IG13]: Excellent ability to analyse and evaluate the execution of the film extract in relation to other professionally produced film extracts.

Commented [IG14]: Excellent ability to analyse and evaluate the execution of the film extract in relation to other professionally produced film extracts.

CANDIDATE 3

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GCSE 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* x☐ **Film Extract** ☐ **Screenplay Extract and Shooting Script**	
Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
A03: Application of Structural Elements (genre and narrative) **Melissa's various camera shots/angles strongly supported and drove her narrative. Melissa also had a good awareness about the use of mise-en-scene to support her storytelling, which was highlighted well via her cinematography.**	(22/25)
A03: Application of Key Elements (Cinematography, editing & sound) **Melissa created a film that utilised its film elements extremely well – good use of the film's natural sounds (mingled with non-diegetic sounds), alongside her use of cinematography and editing techniques demonstrated a strong ability to incorporate generic conventions.**	(14/15)
PRODUCTION MARK (maximum 40)	36
Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
Melissa, you have compiled a highly competent evaluative analysis; you clearly understand what generic conventions via your studied genre of horror films. You provide very good analysis about the use of generic conventions via different film elements: mise-en-scene, cinematography and editing whilst applying and identifying how you utilised genre conventions within your own film with relevant comparisons to professional films.	(14/20)
EVALUATIVE ANALYSIS MARK (maximum 20)	
TOTAL MARK (maximum 60)	50

Signature: **Date:** 9th APRIL 2019

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

Evaluative Analysis

My chosen genre is horror because it can create such strong reactions from its viewers and imprint in their minds through adrenaline, fear and excitement, a reason as to why horror films are as popular today as ever. People who have relatively normal lives continuously search for that thrill that produces a stimulus for the nervous system and horror movies are perfect for giving the required impulse or excitement in an accessible way. What makes them more enjoyable for the audience is the assurance that after the film is done, they can always return to that sense of safety and normality of their everyday lives, just slightly touched by the negative feelings of humanity, by the hate, the feeling of revenge, jealousy and loneliness, but not completely trapped by it. My analysis of three horror films ("IT", "Get Out", "Let The Right One In") helped me analyse and understand the common conventions of the genre, and also how to use them in my own film to generate the wanted reaction from the audience.They can be observed in the film "Let The Right One In", where both main characters express a great hatred for the human society which judges them for being different from the norm.

The mise-en-scene in horror typically includes isolated, dangerous locations such as: haunted/abandoned/perilous houses, forests, empty streets etc. In the film "Get Out", the first scene features a man walking alone on an isolated, empty street, being an easy victim for the villain, which is a direct indication of horror.

Horror films are usually filmed in two ways: in a naturalistic, light way to show the protection of the sun and the daylight; and quite dark, mysterious, to create the atmosphere and the presence of all the dangers that are hiding in the dark, which make you feel alone and scared of the unknown. The two are often used to illustrate the contrast between the two times of day and how the characters can be affected in each one of them. In the three films I analysed, the camera shots that were utilised captured the action in a dark, perilous way. For example, in the film "Get out", the first shot is a tracking shot to make us focus on the man whilst the villain is unnoticed, ready to attack.

General themes of horror are death and murder, supernatural, revenge, survival, religious beliefs, ghosts etc. Within my film, I featured these common conventions by including the predominant theme of death and murder, the main character, Jessica Jones, being a serial killer. She is consumed by a hunger of revenge over what happened to her family, who died in an accident which she suspects is actually murder. Also, the mise-en-scene locations are: an abandoned block in which she lives, her home being much more dangerous than it might look.

I tried to recreate a typical horror film by following the genre conventions. For example, I added a medium shot which zooms in of a painting which portrays Jesus to represent the religious aspect of the film and Jessica's beliefs which are a factor which affect her actions and emotions. Or, there is a point of view shot of her cutting meat which not only illustrates a typical genre symbol (knife), but also lets us see into the perspective of a sociopath and her unnaturally calm demeanour in violent situations..

My film was similar to the three horror films I've analysed as they inspired me, action and location-wise, in creating and developing my film. I used an over the shoulder shot in my film,

Evaluative Analysis

similarly to "Let The Right One In", to try and conceal the character's identity until the action actually starts. I used multiple shots and rapid cuts when the man runs ups the stairs, correspondingly to the scene in the film "IT" where Georgie rushes out of the house to put the the paper boat into the water.. I also added a scene where Jessica Jones opens the door for the man, likewise to the scene in "Get Out" when Chris opens the door for his girlfriend, Rose, and they have a conversation before letting her in.

I looked at the editing style of the three films analysed and noticed that in the first scenes, it's always dark and eerie, trying to ease the viewer into the atmosphere. I tried to do that in my film by adding the scene where Jessica plays the piano where I made her surroundings very dark to show her interior and exterior darkness, similarly to the beginning of "Let The Right One In"

The target audience for my film was people older than 15 years old who are interested in psychological horror because younger people can easily be negatively affected by the genre and scared of the experience instead of being able to enjoy it. For that reason I asked my fellow classmates to give me their feedback on my film, and also people from the years above and my family which stated that they think "it's scary" and that they "want to know more".

Commented [MOU5]:

Commented [MOU6R5]: Good – provided a specific example of how you replicated techniques noted in professional film and applied it to your own work

Commented [MOU7]: Good, you have attempted to discuss the various film elements: mise-en-scene, cinematography and editing in how they create a genre film; you have made direct comparisons with your studied films and provided good examples of when you applied them to your own work

Commented [MOU8]: To get top marks, you must demonstrate:
1. Excellent ability to apply knowledge & understanding of relevant genre conventions
2. Analysis & evaluation your genre film (and your previously analysed genre films)
3. Excellent ability to apply knowledge & understanding of camerawork & editing to analyse & evaluate how far your genre film (and your analysed genre films) meets its aims and target audience
4. Excellent abliity to analyse & evaluate the execution of your film in comparison to professional films

Melissa, you have compiled a highly competent evaluative analysis; you clearly understand what generic conventions via your studied genre of horror films. You provide very good analysis about the use of generic conventions via different film elements: mise-en-scene, cinematography and editing whilst applying and identifying how you utilised genre conventions within your own film with relevant comparisons to professional films.

Band: 4 (14)

CANDIDATE 4

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GCSE FILM STUDIES
Component 3: Production Coversheet

APPENDIX 1

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* **X Film Extract** ☐ **Screenplay Extract and Shooting Script**	
Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay **Comments supporting mark awarded (refer to band descriptors)** *A03: Application of Structural Elements (genre and narrative)* The film demonstrates a good understanding of genre conventions through the narrative twist, the clown ending, and pace of story-telling. He has carefully considered how to establish the setting.	**Mark** (18/25)
A03: Application of Key Elements (Cinematography, editing & sound) There is a very good use of cinematography, shown through the variety of shots and movement used. He understands the importance of establishing shots to show setting and create atmosphere. There is a competent use of editing, that shows knowledge of styles and pace. Aesthetically, there is appropriate low key lighting and settings. The choice of sound is appropriate for	(12/15)
PRODUCTION MARK (maximum 40)	**(30)**
Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
The evaluation shows very good knowledge of the horror conventions and the films that have influenced his production. In some parts, he is able to specifically reference his use of film language and how it created meaning. There is good use of film terminology used throughout.	(16/20)
EVALUATIVE ANALYSIS MARK (maximum 20)	
TOTAL MARK (maximum 60)	46

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

Introduction

My film is called 'The Living Nightmare' and is a horror film with a sub genre of a slasher. The main character is a teenager and my aim was for the audience to engage and identify with him. Therefore, the target audience is a teenage and young adult and would be a 15 plus.

The main idea of the film is that an ordinary journey home from school turns into a living nightmare for a teenage boy, called Jake who is first confronted by a thug and manages to escape. He then encounters a masked clown who wants to kill him. Jake suddenly wakes up in the safety of his home and is relieved that it was all a bad dream. He goes to tell his Mum, who turns around and is the masked avenger, brandishing a knife. The film ends on a dramatic cliff hanger. In terms of visual style I wanted to put Jake in a vulnerable and dangerous environment and filming of a night added to the sense of darkness and trepidation. I also used the props of a clown mask, a hooded thug and a kitchen knife as classic markers of the horror/slasher genre.

My piece conforms to the conventions of a horror and slasher film which include a psychopathic, masked killer who stalks teenage prey and murders in an unprovoked, sinister and brutal way. Therefore, the film is all about evil in the everyday and things are not what they seem. Jake is just making his way from home school when he is randomly attacked twice. When he wakes up he thinks it is all a nightmare but it is not and he is in danger again.

I used the typical conventions of a horror film so that the character's feelings of fear and the sense that evil can come from nowhere so that the audience would feel the same. Music plays a key part and is used to set the scene and create an atmosphere of a busy train station where everything appears normal. This dramatically changes when Jake is attacked and music creates suspense. As Jake's fear increases the music gets louder and by the end it is pounding. I was influenced by the hard hitting, jarring music in the film Pyscho and wanted to build audience tension in the same way. The aesthetic of the film is that it is all shot of an evening and in the dark. I chose to do this as it would bring an eerie and spooky atmosphere where the audience and lead character are not sure what might jump out of the dark. The low key lighting adds to the sense of apprehension and fear and contrasts with the bright lights of the station where everything was normal. There are a variety of different shots used:
- Medium close ups of Jake and close ups of the thug and the clown
- A low angle shot of the train leaving the station
- A hand held camera shot which makes it feel jumpy and scary
- A point of view shot of the thug when he is lying on the floor threatening to get Jake next time and when Jake is looking at his mum at the end

The narrative and aesthetic of Halloween influenced me as it is about a masked killer preying on the young in an unprovoked way. Michael Myers in Halloween hardly speaks and this makes him more mysterious and frightening. The masked killer in my piece hardly speaks either and plays a similar game of cat and mouse with his victim. There are times of relief that he is safe and this is the same with my short piece. John Carpenter uses music to build fear and tension and a lot of the film is shot in the dark when suddenly the psychopath will appear out of nowhere. These were key influences for me.

In terms of screen writing, there is very little script but the thug is used to signal that danger is coming when he threatens that he will kill Jake if he sees him again.

Stanley Kubrick's film The Shining also influenced me because the location was lonely and remote and in my piece the boy is always on his own and so is more vulnerable. Everything is normal at the beginning but things are not as they appear and evil is around them. There is a twist in both plots as a trusted character, the father in Shining, the mother in my piece become evil and pyschopathic. There is also a blurring of reality in both as films as in the Shining the lead character has possibly lived before and in my film what is a nightmare and what is real is explored as well as the terror of the unknown.

In a horror/slasher films we expect to see young innocent people being terrorised. Masks are used to create mystery and fear around the killer and to give them a backstory. My killer is an evil clown. A scary location is used and in my piece this is the road and also Jake's home becomes a very unsafe place to be. Each killer normally has a specialist weapon and in my film it is a large kitchen knife (influenced by Michael Myers). These things help the audience identify with the narrative and are symbols which illustrate the horror/slasher nature of the piece.

In terms of creative decisions, I wanted to make a dramatic switch from Jake being attacked and defenceless lying on the street with the clown about to kill him, to him waking up from his nightmare in the safety of his own home. I did this to trick the audience so that they would go from thinking he had been murdered to being alive. I thought this would bring tension and keep the audience intrigued and interested. The final twist was a key creative decision as it really represents the title of the piece to the audience as Jake's life becomes a Living Nightmare when his Mum becomes the masked killer clown.

Finally, I used a Canon EOS 4000D DSLR camera to shoot the film and Adobe Premier to edit it. I think the soundtrack and the narrative are the most successful parts of the piece as the music complements the development of the story which has many twists and turns. In terms of improvement some of the acting could have been better rehearsed. The mask did not fit perfectly and I had to edit the clown's voice many times for it to be the right low and monotone pitch.

CANDIDATE 5

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GCSE 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* **X Film Extract** ☐ **Screenplay Extract and Shooting Script**	
Production: AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
A03: Application of Structural Elements (genre and narrative) Tommy shows basic understanding of the horror genre through his choice of mise-en-scene. He has made appropriate choices of costume and setting and has some very effective use of lighting. The narrative is unclear due to the pace and does not develop the characters.	(9/25)
A03: Application of Key Elements (Cinematography, editing & sound) There is some very good use of shots and camera movement in the sequence, especially used to establish the setting. The editing style is satisfactory, however the pace is inconsistent. The choice of soundtrack is appropriate to the genre, but sound levels are inconsistent.	(9/15)
PRODUCTION MARK (maximum 40)	**(18)**
Evaluative Analysis: AO2 Apply knowledge and understanding of elements of film to analyse and evaluate own work in relation to other professionally produced work **Comments supporting mark awarded (refer to band descriptors)**	**Mark**
Tommy is able to show some satisfactory understanding of the genre conventions, and lists some films that influenced his idea. He is able to show basic ability to analyse his work, however it is generally descriptive. There is little evaluation of how successful the finished product is.	(8/20)
EVALUATIVE ANALYSIS MARK (maximum 20)	
TOTAL MARK (maximum 60)	26

Declaration by teacher or lecturer

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

Product Evaluation

My target audience consists of people that like the horror genre so they must be a reasonable age, (preferably teenagers to adults)
The idea of my film was a horror film that could express the ideas I had in my head at the time of the making of the product.

Genre

The conventions of a horror film would consist of multiple things. Such as a monster, a range of people/victims and a creepy area.
Sounds would consist of "creepy" sounds such as humming, eerie sounds such as echo's and such.
Editing would be things such as soundtracks to increase tension, a good example would be **Friday the 13th** OST's as they increase tension and gets the attention of the audience to focus on the action whilst more subtle details are hidden behind.

There are a few films that inspired me during the creation of this film, films such as "The **Blair witch" (Original 1999 Version)** with it's found footage camerawork and I also gathered inspiration from other films such as **"The mist" (2007)** with it's extremely mysterious background which leaves you wanting more as you never actually see the BIG monsters that kill a lot of people, you are also left with questions such as "Why did this happen", "How did it happen" and many film conspiracies were made from this film.

They influenced my final sequence by adding mysterious elements to the project, the film never shows the villain and who he is and never shows what happens to the main character, it just IMPLIES what happens, never what actually happens to Loui.
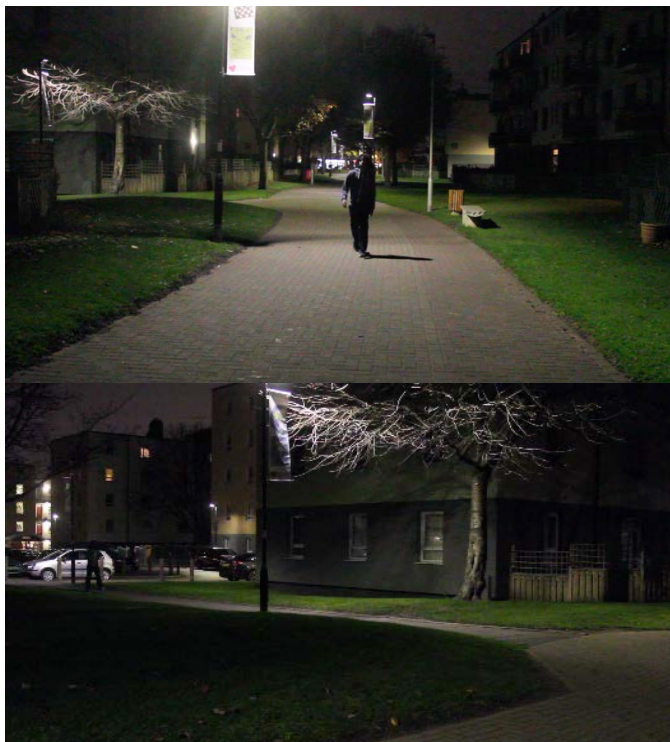
(Camera = Extreme Long Shot)
This is the opening sequence of my film. (2nd clip)
The opening sequence of my film establishes it as a horror film due to the dark and creepy nature of the atmosphere.

Opening sequence (Clip 1)
This is what for me, establishes the horror film genre.
The tree accompanied by the lone light seems to make an eerie atmosphere.

Generic codes of convention I have added is things such as environment, a dark shady area is a generic giveaway for a horror film.
The time of day can also indicate the genre of the film, night-time could show horror.

The protagonist in my film is the generic teenager, he doesn't care much about things and just goes outside to assumedly get milk or something.
There are shots of him from close, long, low and high.
Loui's outfit consists of casual clothes, almost as if he's just going to the convenience store.
The types of shots I have shown automatically, at the start of my movie, that this is a horror film.
The bright light from the lamppost shining on the tree at night shows this.
The body language of Loui is that of a carefree boy that has nothing to lose, but he loses everything in the end, he is oblivious to the world.
Facial expressions of the protagonist do not change much, then when the chase scene happens he gets visibly more scared.
The theme of this is Horror, Mystery.
There is iconography at the end of the film, the camera zooms into the moon and then cuts to Loui's eye opening to find himself in a dark area he does not know with a single lamppost above him.

Techniques
There are a few techniques that I applied to my film, one of that being iconography
When the audience sees it go from blurry to clear and they see the moon it is clear that some time had passed. Then when it goes from the moon to Loui's eye and then him standing up in a circular area surrounded by trees with a singular lamppost, they know he has no clue where is he is and they also have no clue where they are.
He is taken to this eerie place with no real sense of direction and wanders off-screen.
 The intended audience response is to start to ask questions such as "Where is he", "What happens?" "Why did he get attacked?"
I want the audience to ask questions as the film itself is left on a cliff-hanger.

I introduced Loui through him leaving his home to go to the shops, this shows that he is your ordinary teenage boy that shouldn't have deserved this but he ends up getting himself in a bad situation. He also seems a bit troubled or angry by the look in his face.
Most of the shots (with the exception of one shot) is lit up dimly by a few or singular light sources. For example, the area Loui wakes up in. Another example is the block.

The shaky camerawork for the POV shows that this is a chase scene ON FOOT.
I introduced iconography near the end of my film, for example the moon and Loui's eyes.

Conclusion

The software and editing equipment I used for this was Adobe Premiere 2019 CC

Filming equipment was cameras and a tripod (Loui's most of the time)

Overall, I would've liked to spend more time editing the film and fine-tuning it with soundtracks and mixed in a few more sounds to the film.

I would've liked to shoot more cinematic shots to make the film look nicer.