



**General Certificate of Secondary Education
2024**

Moving Image Arts

Controlled Assessment Tasks

**Component 2: Acquisition of Skills in
Moving Image Production**

**AVAILABLE FROM JUNE 2022
FOR SUBMISSION MAY 2024**

**CONTROLLED
ASSESSMENT
TASKS**

GCSE Moving Image Arts Component 2: Controlled Assessment Tasks

Candidates must complete **four** tasks for this component.

Candidates should attempt the four tasks for this component during the first year of the course. Skills developed in this component will prepare candidates for Component 3.

The four tasks are listed below. They cover the **five core skills** of film production.

- Task 1: Storyboarding
- Task 2: Camera and Editing (combined skills areas)
- Task 3: Post-production Sound
- Task 4: Animation

Stimulus material for each task is detailed overleaf.

Each of the tasks has been crafted to provide a learning experience which gives the student the opportunity to:

- develop knowledge and understanding of the creative and technical processes involved in the production of moving image products; and
- develop and apply the five core skills creatively in response to stimulus material provided by CCEA.

Component 2 is allocated **20%** of the total marks for the GCSE award.

The maximum number of marks for this component is **60**.

This is a compulsory controlled assessment task.

The marks are distributed and weighted across the assessment objectives as follows:

Assessment Objectives		Marks/%
AO1	Demonstrate knowledge and understanding of film language, genres, practices, techniques and contexts;	15 marks 5%
AO2(a)	Apply creative and technical knowledge and skill in the pre-production, production and post-production of moving image products;	45 marks 15%

The breakdown of marks, time allocation for each task and the overall percentage weighting is outlined in the table below:

Portfolio Elements	Time Allocation	Total Marks Available	Assessment Objective	% Weighting
Task 1 Storyboarding	2½ hrs	10	AO1 & AO2(a)	20% of the GCSE
Task 2 Camera & Editing	7½ hrs	20	AO1 & AO2(a)	
Task 3 Post-production Sound	5 hrs	15	AO1 & AO2(a)	
Task 4 Animation	5 hrs	15	AO1 & AO2(a)	

This portfolio is internally marked and externally moderated.

Please refer to the GCSE Moving Image Arts Controlled Assessment Guidance for details on Controlled Assessment requirements.

TASK 1: STORYBOARDING

Note to Teachers:

In this genre-based task candidates will be asked to produce a **storyboard of 10 to 20 shots** for the following scripted sequence. The sequence contains various visual and narrative motifs which students should be familiar with from their study. Though the script clearly belongs within the Western genre, candidates will have a number of options with regards to how they choose to interpret it. Some may choose to place an emphasis on the sequence's suspenseful qualities, while others may focus on its comedic potential.

Note to Candidates:

This task focuses on the skill of visualising and producing a storyboard.

- You are required to create a **storyboard for a short film sequence (10–20 shots)**, based on the screenplay scenario provided.
- Your storyboard can be hand-drawn and/or photographic.
- The purpose of your storyboard is to create a document that could be used by a director to shoot your film.
- You should incorporate genre iconography into your storyboard. This may be hand-drawn and/or photographic.
- Each frame of your storyboard should indicate:
 - onscreen action
 - camera framing, positioning and movement
 - lighting
 - notes on production design (e.g. lighting, mise-en-scène, sound effects) as appropriate
- You must submit the final storyboard as a .pdf file.

TASK 1: STORYBOARD STIMULUS SCRIPT

EXT. TRAIN TRACKS - DAY

JAYNE, a beautiful young cowgirl, is tied to the tracks on a long straight section of the railway. An approaching TRAIN is still a long way off. Jayne struggles to break free from the ropes that tie her and screams for help.

EXT. DESERT - DAY

PETE, a handsome, but dim, young cowboy, hears cries for help and immediately rushes towards the screams on his horse.

EXT. TRAIN TRACKS - DAY

Pete finds Jayne tied to the tracks. Pete leaps from his horse, but as he does his foot catches on the stirrup and he falls from his horse and lands right beside Jayne on the tracks. Pete rolls towards Jayne, looks her in the eye and passes out.

JAYNE

Aww what? Some rescue!

Jayne can see a POCKET KNIFE in Pete's pocket. Jayne strains and stretches out her fingers as far as she can, but the knife is just out of reach.

INT. TRAIN CAB - DAY

The DRIVER of the train, seeing two bodies on the tracks, slams on the brakes.

EXT. TRAIN TRACKS - DAY

The wheels lock up and begin to slide along the tracks. Jayne finally grabs the knife, flicks it open, cuts the ropes, scrambles to her feet and drags Pete to safety just in the nick of time.

TASK 2: CAMERA & EDITING

Note to Teachers:

In this task, candidates will be provided with a stimulus script and are expected to shoot and edit their own film based on this. The stimulus script is non-genre specific and presented in script format. Candidates will produce a filmed sequence of approximately **1 minute** in length and should purposefully illustrate practical knowledge of:

- camera movement, framing and positioning
- continuity editing techniques
- timing and pacing
- appropriate use of practical lighting to ensure footage is visible

Note to Candidates:

This task focuses on production skills in camera and editing.

- You are required to shoot and edit **a short film sequence (approximate length 1 minute)** based on the script provided. (You should build on the skills you developed in the previous task by creating a storyboard in preparation for shooting and editing but this should not be submitted for assessment).
- The purpose of the camera and editing task is to assess your ability to:
 - plan shots which will enable a continuity edit
 - use a variety of appropriate camera framing, movement and positioning to create meaning
 - edit your shots, taking account of flow and pace, using the techniques of continuity editing
- Lighting, mise-en-scene and sound will not be directly assessed in this task but you may wish to take the opportunity to develop skills in these areas now, as they will be important areas of assessment in Component 3. You should make use of practical lighting and available light to ensure that your footage is clear and that it is possible to accurately assess your camerawork.
- You must submit the final edited sequence as a .mov file.
- You can change the gender of the characters.
- If you do not have easy access to a house with stairs, then you can change the shots on the staircase to a hallway with creaky floorboards.

TASK 2: CAMERA & EDITING STIMULUS SCRIPT

EXT. HOUSE - DAWN

LEE, an older teenager, arrives home after a night out. He takes his phone from his pocket. There is a message from his mum.

"Make sure you are home by 11!"

He looks at his watch - it's 8am. He looks towards his parents' bedroom window; the light is still on. As he approaches the house the light goes out. Lee stops, sighs, and slowly continues towards the house.

Lee places a key in the lock on the door and slowly turns it. It clicks softly. He very slowly and carefully applies pressure to the door handle. It moves smoothly at first but then sticks. He presses harder and it clicks loudly. He winces, takes a deep breath and opens the door.

INT. HALLWAY - DAWN

He gently closes the door. Scanning the hallway, he is happy that he is the only person awake. He slides off his shoes and makes his way towards the stairs. Gingerly he ascends the first few stairs. He is now at the stairs he knows always creak. Rather than risk it he stretches out his leg as far as he can and awkwardly steps over them.

INT. LANDING - DAWN

With the stairs behind him he carefully proceeds along the landing and pauses at his parents' door. Pressing his ear to the door he listens for any sign that they are awake. Relieved to find all is quiet, he carries on to his own bedroom.

Carefully twisting the door handle he pushes the door open just far enough to creep in. He closes the door behind him and sighs deeply. As he turns towards his bed, he gets a huge surprise: MUM is standing there before him. She is not amused.

Note: You can change the gender of the characters. If you do not have easy access to a house with stairs, then you can change the shots on the staircase to a hallway with creaky floorboards. The sequence of events must remain unchanged.

TASK 3: POST-PRODUCTION SOUND

Note to Teachers:

In this task the candidate must **add sound effects and music** to a **20 second continuous clip** from the sequence provided. Adding appropriate diegetic sound and a non-diegetic music score is essential but dialogue will not be required. Appropriate non-linguistic utterances such as sighs, laughter or screams may be added.

Sound effects and music may be used from other sources but it is expected that at least some of the sound elements will have been specifically created and recorded by the candidate.

Candidates must provide a screen-grab of their sound edit in progress in whichever software package they have used to create it. Candidates must also provide a log of music and sound cues indicating elements which have been sourced and which have been specifically created. [A template for this log is available on the subject microsite].

Note to Candidates:

This task focuses on the acquisition of skills in post production sound.

- You are required to design and create a multi-layered soundtrack for the sequence provided. You should select your own 20 second continuous clip from the sequence; it is not necessary to produce a soundtrack for the complete sequence.
(maximum length: 20 seconds)
- The purpose of this task is to assess your ability to use a range of sound-recording and editing techniques to create appropriate atmosphere.
- You will be expected to combine the following sound elements:
 - a musical score
 - self-generated Foley sound
 - sourced, pre-recorded sound/sound FX
- The final soundtrack must be combined with the selected video clip and submitted as a .mov file.
- You will also be expected to submit a screen-grab of your sound-editing interface, which illustrates your completed sound-editing task.
- A log of music and sound cues, showing the elements of sound you have sourced and those which you have created yourself, must also be submitted.

TASK 4: ANIMATION

Note to Teachers:

In this task, candidates must create an **animated sequence (maximum length: 20 seconds) in response to audio tracks provided by CCEA**. The audio tracks will consist of a small number of voice-over dialogue statements which are intended to address the candidate's animated character during the sequence.

The sequence must be created using **stop-motion animation**. The use of motion capture or key frame assisted animation software is not permitted.

It is not required that candidates create their own animation models for this task, though they may choose to. Pre-existing, off-the-shelf models or jointed toys will be adequate. The animation must be filmed against a blank background, though the character may have a few simple props. No production design or creative consideration of mise-en-scène beyond the performance of the model is required.

The animation will typically comprise a series of actions – a **walk cycle** followed by a set number of **reactions** and **expressive actions**. The emphasis here must be on body language. The animation of facial expression is not required, though candidates may animate additional movements if they wish.

Note to Candidates:

This task focuses on the acquisition of animation skills.

- You are required to animate a short stop-motion animated sequence (**maximum length: 20 seconds**) based on the voice-over sound files provided.
- The purpose of this task is to assess your ability to animate a jointed character to create smooth, lifelike movement, emotions and expressive responses. (It is not necessary to create your own character or set, as this is not assessed in this task).
- The final animation (including voice-over) must be submitted as a .mov file.

The actions required in this controlled assessment are:

Audio: VO Dialogue (provided)	Required Action/Reaction
	Character is pacing around an object on the floor.
"What are you doing there?"	Character stops pacing, looks towards the camera and scratches their head.
"What is that? Bring it here so I can have a closer look ..."	Character tries to pick up the object but can't.
"Oh, put your back into it! It can't be that heavy!"	Character tries again, gets frustrated and kicks the object.
"Ok, Ok, no need to lose your temper!"	Character angrily hops or limps off screen.

