



Rewarding Learning

**General Certificate of Secondary Education
2025**

Moving Image Arts

Controlled Assessment Tasks

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

[G9532]

**AVAILABLE FROM JUNE 2023
FOR SUBMISSION MAY 2025**

**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 component.

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 Horror 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 Romantic qualities, while others may focus on building suspense or delivering the jump scares.

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. FOREST CAMP FIRE - NIGHT

At the edge of a clearing in the woods, ALEX and MICHAEL sit in the glow of a campfire. Michael puts another log on the fire. It's a dark night and the wind is beginning to pick up. Alex and Michael huddle in closer together.

MONSTER'S P.O.V:

Alex and Michael are getting very close and cosy sitting at the fire.

BACK TO SCENE

Alex and Michael converse softly and indistinctly. Suddenly they are spooked by something in the trees. They look up into the canopy but there appears to be nothing there. They settle back into their cosy chat. Michael yawns, stretches out his arms and places one around Alex's shoulder. As he does a large gooey string of slime lands on his hand.

Alex

"Yuck! What is that?"

Before Michael can respond he is yanked high into the trees and out of sight. Alex SHRIEKS. She recoils backwards and pulls a burning log from the fire and begins waving it around wildly.

MONSTER'S P.O.V:

Slowly, calmly, and silently the monster closes in on the hysterical Alex from above.

BACK TO SCENE

Alex, now in a state of terror, slowly retreats towards the fire. As she steps back, she stumbles. As she falls backwards the light from the fire illuminates the gruesome face of the monster.

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 that should not exceed **1 minute** in length and should purposefully demonstrate 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 (maximum length: 1 minute)** based on the script provided. (You should build on the skills 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-scène 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.
- You can substitute the props and other items listed in the screenplay for other suitable alternatives.

TASK 2: CAMERA & EDITING STIMULUS SCRIPT

INT. BEDROOM - MORNING

ELLIE, a sleepy teenager, slowly awakens from a deep sleep. She rolls over and sees the NOTE she has left for herself.

"TIDY UP THE HOUSE. MUM IS COMING HOME AT 12"

She glances towards the CLOCK. It's 11.57. She suddenly leaps from the bed in a fit of panic and immediately starts gathering the CLOTHES that are strewn across the floor. She hastily opens the wardrobe and crams the armful of clothes in. Holding the clothes in with her foot she then squeezes the door closed. She rushes from the room.

INT. BATHROOM - MORNING

Ellie bursts into the bathroom. TOWELS and TOILETRIES are laying on the floor and in the sink. She scoops up the towels and deposits them in the laundry basket. Then neatly arranges the toiletries in their correct location. She rushes from the room.

INT. LIVING ROOM - MORNING

CUPS, PLATES, GLASSES, CANS, TAKEAWAY CONTAINERS are littered all over the living room. Ellie quickly gathers them all into one pile and hides them behind the sofa. She scans the room to make sure she hasn't missed anything. She rushes from the room.

INT. KITCHEN - MORNING

A now flustered Ellie looks around the kitchen. The sink is full of PANS and the countertops are cluttered with empty PACKETS, WRAPPERS and general mess. ELLIE grabs a BIN BAG from a cupboard. She loads most of the pans from the sink into the bin bag and then sweeps the empty packets and wrappers into the same bag. Whilst tying a large knot in the bag she moves towards the back door.

EXT. BACK DOOR - NOON

MUM is standing at the back door just as Ellie opens it.

ELLIE

(Sheepishly)

"Oh, Hi Mum. Welcome home."

Note: You can change the gender of the protagonist and make minor adjustments to the locations. The sequence of events must remain unchanged.

TASK 3: POST-PRODUCTION SOUND

Note to Teachers:

In this task, candidates must **add sound effects and music** to a **20 second continuous clip** from the sequence provided. Adding appropriate diegetic sound and a non-diegetic musical 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 some of the sound elements will have been specifically created and recorded by the candidate.

Candidates must provide a screen-grab of their completed sound edit in whichever software package they have used to create it. Candidates must also provide a log of music and sound cues, indicating which elements 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** and 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 sitting on the ground looking sad.
"Hey there, are you ok?"	Character turns away from the camera and sulks.
"Would you like something to cheer you up?"	Character jumps to their feet and nods their head.
"Here, take this."	A small, gift-wrapped box is passed to the character. They vigorously rip the wrapping off revealing a piece of chocolate.
"Don't eat it all at once."	Character merrily skips off screen carrying the chocolate.