



**General Certificate of Secondary Education
2026**

Moving Image Arts
Controlled Assessment Tasks
Component 2: Acquisition of Skills in
Moving Image Production

[G9532]

**AVAILABLE FROM JUNE 2024
FOR SUBMISSION MAY 2026**

**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 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 sci-fi 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 energetic action, 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 or photographic with hand drawn elements.
- 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 with hand drawn elements.
- Each frame of your storyboard should indicate
 - onscreen action
 - camera framing, positioning and movement
 - lighting
 - notes on production design (e.g. lighting, mise-en-scene, sound effects) as appropriate
- You must submit the final storyboard as a .pdf file.

TASK 1: STORYBOARD STIMULUS SCRIPT

EXT. THE SUBURBS - LATE EVENING

NOAH, an inquisitive young teenager, walks home from football practice. A bright light in the sky catches his attention. He stops to look.

A BURNING OBJECT streaks across the sky leaving a long tail of flames and smoke. Noah's gaze follows the object. His eyes widen. The object is on a collision course with his house. He begins to sprint towards home. He races as fast as he can, but the object is moving so much faster.

The burning object narrowly misses the chimney but wipes out the TV aerial and disappears behind the house.

EXT. BACK GARDEN - LATE EVENING

Noah opens the garden gate. A HUGE SMOULDERING CRATER fills his view. As the dust and smoke begin to settle a GLOWING ORB is revealed. Noah cautiously climbs down into the crater and approaches the orb. He slowly stretches out his hand to touch it. Suddenly the orb splits open. AN ALIEN CREATURE is backlit in the glow.

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.
- You can substitute the props and other items listed in the screenplay for other suitable alternatives.

TASK 2: CAMERA & EDITING STIMULUS SCRIPT

INT. HOUSE - LIVING ROOM - EVENING

The living room is dimly lit, with a soft glow emanating from the TV. NIAMH (16), lounges on the couch, engrossed in a horror movie.

Suddenly, there is a tap on the window from outside. Niamh's eyes widen and she sits up. She tiptoes to the window and peeks out through the blinds. There is no one there.

Niamh walks back to the couch. As she does the lights flicker. Hand over her mouth her eyes darting from side to side, she moves to the living room door and slowly looks out into the hallway.

INT. HOUSE - HALLWAY - EVENING

The hallway looks empty. She moves towards the front door. The door is ajar. She gasps, her heart racing. She shuts and locks the door.

A NOISE from deeper in the house draws her attention. She turns quickly in the direction of the noise. She hears it again and grabs a hockey stick that's sitting at the front door and creeps towards the source of the sound.

INT. HOUSE - KITCHEN - EVENING

Niamh enters the kitchen. The fridge door is open, its light spilling out into the darkness. She approaches the fridge. A figure suddenly steps out from behind the door. She shrieks.

It's just her parent.

Note: You can change the gender and age of the characters. You can also substitute the props and other items listed in the screenplay for other suitable alternatives.

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 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 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 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 effects
- 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:

For this task candidates must create an **animated sequence (maximum length: 20 seconds) in response to the 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 animated 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-scene 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 (audio track provided) | Required Action/Reaction |
|---|---|
| | Character is facing away from the camera. Two objects lay on the ground. One large and one small. |
| “Hi there, are you busy?” | Character turns towards the camera and shakes their head. |
| “Could you please help me to tidy up?” | Character nods their head, clears the small object from view, then walks to the larger object. |
| “Don’t forget the heavy one?” | Character moves the larger object with some difficulty. |
| “Awesome job! Thanks for that.” | Character waves in acknowledgment. |