Candidate A: the blog, start to finish.

This is the other Component 1 blog Cambridge publishes, the one it marks as a secure Level 3. Fourteen posts: five on a preliminary interrogation scene, nine on the film opening itself. Read it beside Candidate B. The two blogs were made for the same brief, and the gap between them is not effort. It is what the posts hold.

WHY YOU ARE READING IT

The moderator says the posts "are clearly dated and follow a clear path from the start of the project to the final product." Dating and order were not the problem. This blog shows what caps a portfolio that did everything in the right order: too much preliminary work, one planning post, a reflection made with one tool.

WHAT THE MODERATOR SAYS

AO2 at the bottom of Level 3. AO3 research and planning low. The final film is the strongest element and "moves the candidate's overall assessment from being level 2/3 to being a secure/high level 3." The planning "could have included a wider range of tasks": recce reports, casting sessions, scripting, test shots, storyboarding, risk assessments.

HOW TO READ IT

Cambridge's copy of this blog carries no dates, so the posts are in the order the hub gives them, numbered 1 to 14. The moderator's comments sit in the red boxes where Cambridge placed them, some inside the posts and two at the head of each section. Videos are shown with the link. Nothing has been rewritten.

Fourteen posts, at a glance

POSTS	SECTION	WHAT THEY HOLD
1 to 5	Preliminary tasks	Research on an interrogation scene, a plan, the changes made on the day, a slideshow that no longer opens, and a music video research post the moderator says does not belong here.
6 to 7	Final production	Two research videos on film openings in the genre.
8	Final production	The one planning post: the whole plan for the opening on a single page, with photographs.
9 to 12	Final production	A filming update, a rough draft with an update, the rough draft itself, and a final update.
13 to 14	Final production	The critical reflection as one video, and the final draft.

Three things to take from it, beside Candidate B

1. **The order was right. The weight was wrong.** Five of fourteen posts are preliminary, and the moderator says the assessed blog "really starts" at post 6. Candidate B's first posts were small photographs. This candidate's first posts are long essays on a scene that is not the film.
2. **One planning post is one planning post.** Post 8 is the plan. Candidate B has twenty-three posts between the genre decision and the first shoot day. The moderator lists what is missing here by name. Count how many of those names your own plan will have by 30 September.
3. **Both lose the same mark in the same place.** One digital tool for the reflection. Candidate B lost one band on it; this candidate lost more. It is the cheapest mark in the component to keep.

Source: Cambridge International, School Support Hub, "9607 01 Media Studies ECR", Candidate A, page 3358 and its linked posts, accessed 9 September 2026. Reproduced for classroom teaching at BNDS. The candidate's work and the moderator's commentary are Cambridge's; the layout and the notes on this page are ours.

PRELIMINARY TASKS

MODERATOR

A useful exercise in preparation for both the practical work to come and the AS Level exam. However, the preliminary task does not in itself form part of the assessment and as such should not occupy so too much of the blog.

POST 1 PRELIMINARY TASKS 1 OF 14

Preliminary Task - Research

For my scene, I researched scenes that involved two people in an interrogation.

I used a scene from *Criminal Minds*, Season 7 Episode 20. The scene is Agent Morgan, a FBI interrogator in the show, interrogating a suspect.

1. One of the most used shot in the scene is **Over the Shoulder**. They use this during the conversation of the interrogation because it shows the emotion or reaction of that character. It help the audience know who is talking too.

2. Another important shot that is used is **Extreme Close – Up**. In the scene Agent Morgan brings a piece of evidence. The camera zooms in on this object to bring attention to it from the audience. It also foreshadows a clue to the audience about the suspect and what will happen later in the episode.

3. A **Low angle** was used in the scene too. When Agent Morgan first walks into the interrogation room. This shows that Agent Morgan has control and power over the suspect.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.

Click here to see full Criminal Minds scene



Video on the original blog
https://www.youtube.com/watch?v=tlyTF3QVoRU

Also for my research, I looked at *Batman: The Dark Knight*. In the scene, Batman interrogated the Joker. The scene turns into a bit of a fight scene but for the most part it is an interrogation scene.

1. In this movie, they use **Over the Shoulder** shots during the interrogation. It was mainly used to look at the Joker from over the shoulder of Batman. This brought the audience's attention to his facial expression and reactions.

2. A **Canted angle** was used when Batman and the Joker started fighting. The angle shows and brings chaos and tension to the scene.

3. **Low and High angles** were used also. The low angle is used when Batman stands over the Joker when he was defeated. The high angle was towards the Joker who was looking up at Batman. These angles show that Batman was more powerful and the Joker lost.

4. A **Medium Close-Up** was used when the interrogation was going on. The shots were on the characters faces to show their reaction and emotions without being to close.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.
Click here to see full Batman: The Dark Knight Interrogation scene



Video on the original blog
https://www.youtube.com/watch?v=X7LsBMA-rKg

In my scene, I will use Over the Shoulder and Medium Close – Up shots because they show emotion and reactions. I will use Low angles yo helps the audience see who's in control or power of the interrogation. Most likely I will use an Extreme Close – Up too. Using the Extreme Close – Up will help bring the audience's attention to important parts of the interrogation.

POST 2 PRELIMINARY TASKS 2 OF 14

Preliminary Task - Planning

We will take the photos in class.

1. For our first shot is Character A, who is the interrogator, walks in to the interrogation room. We decided to use a Low angle to give this character a powerful feeling and to seem in control of the situation.
2. The second shot will be a Medium Close-Up of Character B, who is the suspect getting questioned. This shows the character's emotion when the interrogation begins.
3. The third shot is an Over the Shoulder. It will be from over the shoulder of Character A. This helps the conversation flow and shows the reaction of the character.
4. A High angle will be used for the fourth shot. The high angle is used on Character B to show they are weak or vulnerable.
5. Shot 5 is another Over the Shoulder because Character A resumes conversation. Also, we see the expression of Character B while Character A talks.
6. The sixth shot is a Two shot. This establishes a connection between the characters and helps show the setting of the scene, in this case.
7. For our 7th shot, a Extreme Close-Up will be used. The shot is of a iPhone, which is evidence, that Character A set on the table. The Extreme Close-Up show the importance of the iPhone and brings attention to it.
8. A Point Of View (POV) shot will be used for the ninth shot. It is from the POV of Character A. The audience will feel like they are apart of the interrogation themselves because of this shot.
9. This shot is a Medium Close – Up of Character B. You see the new emotion on their face without being to close.
10. Our tenth shot is a Medium shot. It shows Character A leaving the interrogation room. You know from this shot that Character A was successful in the questioning.
11. This is a Medium Close-Up. It again shows the emotion of the character without being to close.
12. The last shot is an Extreme Close-Up of Character B. The character is crying so the Extreme Close-up is of the tear running down her face.

We plan on using a table with a chair on each side as the interrogation table. The characters will sit across from each other, both sitting down. We will use an iPhone 6 to take the photos.

Preliminary Task – Changes

When taking the photos, we made very few changes from our original plan.

In our original plan, we had both characters sitting at a table facing each other. Instead we had Character A, Amanda, standing while Character B, me, was sitting. However, they were still facing each other. We also didn't not use a table in the scene at all.

Another change was what we used for the Extreme Close-Up piece of evidence. We planned on the evidence being a fake knife but we ended up using a phone as the evidence.

Besides these few changes, we stayed to our original plan.

> **MODERATOR**
> This post tells us very little

Preliminary Task – Slideshow

camera-shots-and-angles.ppt [**Dead link**]

> **MODERATOR**
> This is a dead link. From experience I would expect to see some examples of various camera shots and angles, labelled accordingly with some explanation of meaning. Material of this kind is appropriate but should be included in initial research not at the end of a section labelled "Preliminary task". It is important that posts are clearly and appropriately labelled and tagged.

Music video research

> **MODERATOR**
> I'm not sure why this is in the candidate's AS blog. It does not add anything to our understanding of the process of production of the final product. This is not marked as such as it is not part of the brief.

Song – Titanium by David Guetta

Narrative Amplification

The music video takes place in an school to an empty house and then to a wooded area.

David Guetta's music video for Titanium has many themes. Including supernatural events, fear and running away from problems. Also, standing up to the problems you face.

There is one main character. A boy with supernatural abilities. There are also police officers who chase the boy down. Also a lady, who is the boy's teacher.

In the video, the boy with supernatural powers seems to loose control while in school. This causes the teacher and other to panic and be scared. He ends up being chased down by several police officers in to the wood. In the woods he finally embraces his powers and defeat those who were chasing him.

From this video we are going to be using the supernatural aspect and sense of fear from this music video. We will also use the theme of overcoming your fears and facing them head on.

In these screenshots from the music video you can see the themes of supernatural events and the sense of fear. In the first one, a long shot is used to show how alone the character is alone. The second screenshot shows the supernatural part of the music video.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.
https://www.youtube.com/watch?v=JRfuAukYTKg

Music Video 2

Song – She Wolf by David Guetta

Narrative Illustration

The music video is set in a lone mountain range.

The themes for this music video are also supernatural events and hidden abilities, similar to Music Video 1. Another theme that is portrayed in the music video is standing up to those who push you down.

There is only the She Wolf and the hunters in the video.

In the music video, She Wolf is being hunted down by hunters. She however, uses the supernatural powers she has to stop the hunters. It ends with her being peacefully alone.

From this, we plan one using the same themes of standing up to your enemies.

In both of the screenshots you see the wolf. In the second one you see the hunters as well. Right after, around 3:14 in the music video, you see her finally defeat those after her.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.
https://www.youtube.com/watch?v=PVzljDmoPVs

Music Video 3

Part of Me by Katy Perry

Narrative Amplification

The video takes place in a work place, gas station but mainly in a military training camp or war.

The themes are becoming stronger after something takes you down and over coming your past.

Katy Perry stars as the main character. However, there is also a man who seems to be Katy's characters ex-boyfriend and there is the people who are also in the military.

In the music video, Katy's boyfriend cheats on her and Katy gets very upset. She wants to become independent so she joins the army. She becomes strong and independent while in the army.

From this Katy Perry's music video we will use the same type of war setting and the factor of being independent. Also the feeling of frustration that Katy's character feels.

In the first screenshot from the music video, even though Katy Perry isn't the only one in the frame you still focus on her emotion and expression. The second one shows one of the setting in the music video.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.
https://www.youtube.com/watch?v=uuwfgXD8qV8

Music Video 4

Radioactive by Imagine Dragons

Narrative Disjuncture

It takes place in an abandoned warehouse and an stuffed animal fight club.

The themes that come from this video is never underestimate the little guy and proving people wrong. Also overcoming the wrong doings of other people and supernatural powers.

In the music video, people are at this stuffed animal fight club betting on the larger stuffed animal to win. However, the smaller one becomes an underdog and actually wins the fight due to its supernatural abilities. Later the stuffed animals of the fight club attack the owner of the fight club.

From this music video we will mainly use a similar theme of proving people wrong and not under estimating people. We will also use the supernatural aspect of the video.

The first screenshot shows the supernatural abilities the stuffed animal has and the second one shows why everyone bets on the larger stuffed animal to win the fight. These both help the viewer see the themes of the video.

Note Here the candidate has linked to a YouTube clip - care is needed to ensure copyright permission exists. As this video is hosted on YouTube, advertising may appear.
https://www.youtube.com/watch?v=ktvTqknDobU

FINAL PRODUCTION

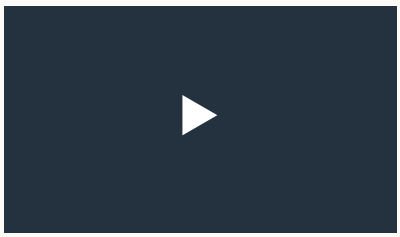
MODERATOR

The assessed part of the blog really starts here. For this portfolio we have given some credit for the preliminary exercises in so far as they can be seen as part of the research and planning process and show skills development. This blog, however, contains far too much preliminary material and not enough assessed material directly focused on the set brief.

POST 6 FINAL PRODUCTION 6 OF 14

Research Part 1

Note: This is a secure recording of the candidate's original Prezi presentation.



Video on the original blog
https://vimeo.com/305498092

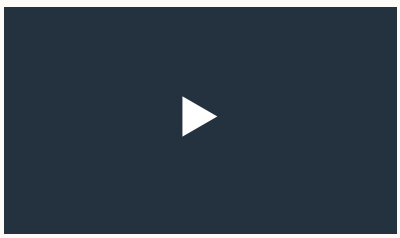
MODERATOR

This Prezi contains clear research into films from a similar genre to the one planned by the candidate. However, we could do with an earlier post explaining the candidate's initial idea for a film opening and how they arrived at these ideas.

POST 7 FINAL PRODUCTION 7 OF 14

Research Part 2

Note: This is a secure recording of the candidate's original Google presentation.
This Prezi contains clear research into films from a similar genre to the one planned by the candidate. However, we could do with an earlier post explaining the candidate's initial idea for a film opening and how they arrived at these ideas.



Video on the original blog
https://vimeo.com/305501719

MODERATOR

Google documents are difficult to access outside of the embedded application. These Google Slides present satisfactory research into generic conventions. These could be improved by greater detail and a clearly demonstrated link to the proposed outcome

Foundation Portfolio Film Planning

Planning has clearly taken place and the final product demonstrates that this has largely been clear. However, each of the sub-headings in this post should constitute a post of its own. It is not sufficient to say that planning is implicit in the quality of the production. In order to assess it effectively plenty of evidence of the planning process needs to be presented. The candidate could be creative in their presentation using a range of appropriate applications to show how they prepared for production. For example, a slide show application could be used to show photographs of possible locations with written text explaining the pros and cons of each.

Movie Pitch –

A depressed girl who is bullied and alone in school shares her reasons on how her life got to how it is.

> **MODERATOR**
> Why not role play the pitch, film it, and present it as an annotated video?

Outline –

After the opening scene, the film would go into chronological order of how the girl's life got to the point it is at.

> **MODERATOR**
> Here a script or screenplay of the opening section using an online tool to present would be more effective.

Opening Credits-

For the opening credits, we plan to just use a simple font that does not take away from the main scenes of the movie. It is important for the audience to see how the girl is in school and how depressed she is.

> **MODERATOR**
> Further research could be carried out to analyse the conventions of titling. One of the weaknesses of the final production is the font used for its title.

Work Timeline –

We plan to start filming on March 11th or 12th. After filming we will start editing as soon a possible to insure we have enough time to re-film if necessary.

Roles –

Julia is going to play to depressed girl and I will film. We will work together to edit.

> **MODERATOR**
> Auditions could be held for actors. These could be filmed or photographed and presented in the blog. When working in a group it is best to employ actors outside of the group. In this instance Julia is acting and as such cannot be assessed for filming although she can for the final edit. This comment suggests that the pair should have differentiated marks.

Location/Mise en Scène –

We are planning to film at Julia's house for just about half the scenes. We will also film at school in the main hallway and a classroom. For certain shots we will need a few friends to be other students in the classroom. The is important to make to scenes in the classroom more realistic.

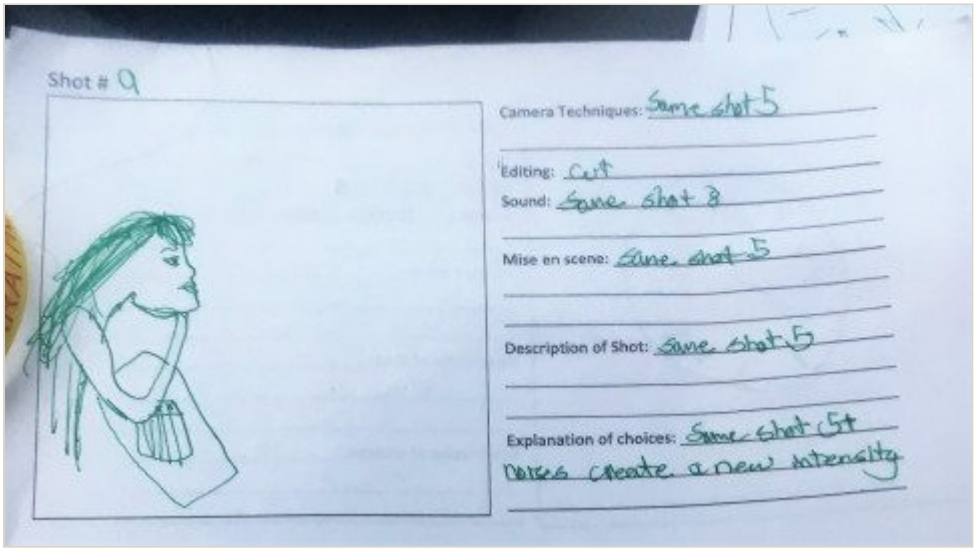
Research-

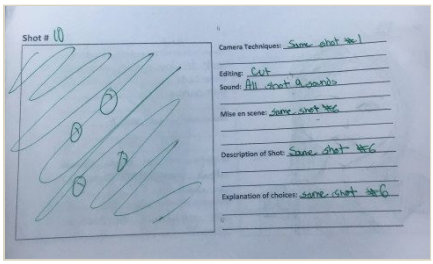
> **MODERATOR**
> This needs to be part of the section labelled research and developed further.

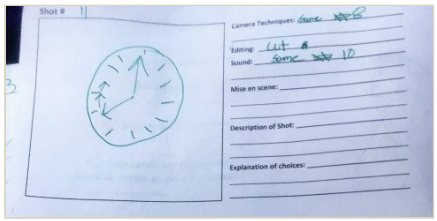
In our film, we will use many techniques we found in our research. For example, we will use a voice over like used in *The Perks of Being a Wallflower* and *The Fault in Our Stars*. The use of a voice over will help the audience understand the opening scene. We also plan on using a extreme close-up and a score. The extreme close-up will show the expression of the girl in our film. The score adds to the overall mood of the opening.
From our research, we will also use a simple white font that is similar to the ones used in *Cyberbully*and *2:37*. We decided to use this font because it doesn't take the audiences attention away from the opening scene.

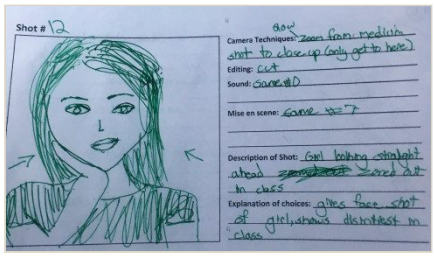
Storyboard-

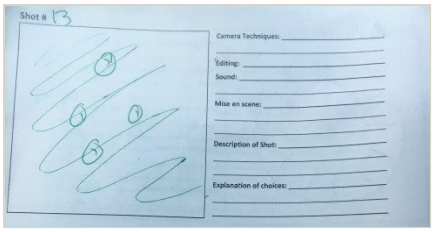
Storyboards can be more creative and effective by using one of the many storyboarding apps available online.

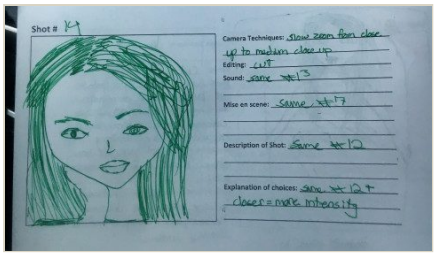


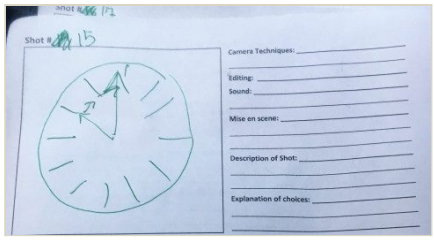


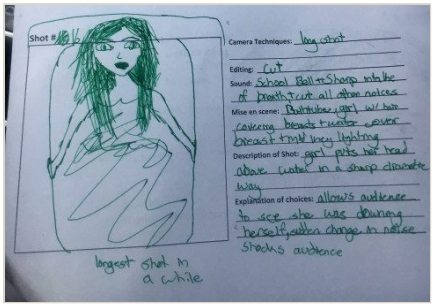


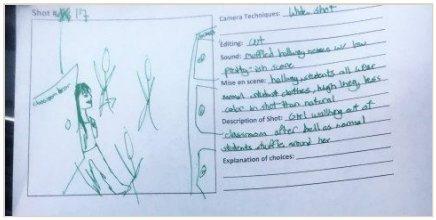


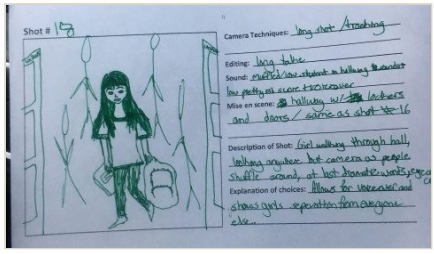












MODERATOR

The storyboard gives some idea of how the final opening will look but does not include credits and title. Some of the frames also lack detail. However, in terms of planning evidence this is the clearest element.

POST 9 FINAL PRODUCTION 9 OF 14

Update/Filming

A production diary/log is a good idea and allows the candidate to plan, describe process, reflect, and revise. I would have liked to see more of this as it gives an insight into the final stages of production. Some images of filming, etc. would enhance this insight. Extracts from a production diary/log could be used in the Creative Critical Reflection.

Julia and I were not able to film as planned. I had gotten sick the week before spring break (March 13 – March 17) and was not able to film. Then over spring break Julia and I were both very busy and it was hard to find time to film.

However, we were able to film on Saturday, March 25th. We could only film a small part of our video because most of it takes place in a classroom. We are planning on filming the classroom scene on Tuesday March 28th.

During filming, we need to get a shot underwater for the girls suicide attempt. Neither Julia or I had a waterproof camera so we carefully placed Julia's iPhone 6 in a plastic bag and filmed with that. This worked just as we need it to because even in the bag the video had sound and clear shots. We wanted it to look like it was in the perspective of the girl so we splashed water and made bubbles to look like she was losing her breath.

We had to take many different takes because it was new to Julia and I to film underwater. Since we couldn't really see what was in the frame of the shot until after we filmed, it took a few tries to get the shot just how we wanted.

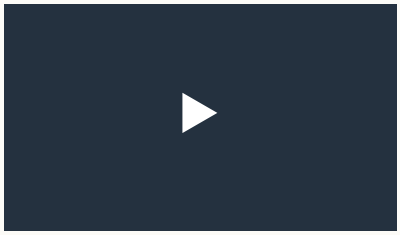
We filmed at Julia's house in a bath tub. Besides the few problems we ran into, filming went well. On Tuesday, we will be asking a few friends to be extras in the classroom to make it more realistic.

After Tuesday, we will start editing at school and at home. If we see anything that need to be re-filmed we will film this weekend (April 1 – April 2).

POST 10 FINAL PRODUCTION 10 OF 14

Update/Rough Draft

Including early drafts of the product is a good idea. Ideally these should be embedded in the diary/log with plenty of reflection. These could be referred to in response to the CCR questions



Video on the original blog
https://vimeo.com/305620236

Filming

Over the weekend, Julia and I filmed the rest of our video. Earlier in the week, we filmed at school for the classroom and hallway scenes. Filming had its challenges but overall it was successful.

At school, filming was fairly easy. We asked about seven classmates to help us in creating the scene. We had them sit in the desks around Julia to make it look like a full classroom. We just asked them to act like they were taking notes in a normal classroom. We stuck to our storyboard plan and only made a few minor changes while filming. For example of some changes we made, few of the shot types we original planned did not look the way we wanted it too. Either the angle did not work or it took the audiences attention away from Julia.

To get the shots of the clock, Julia carefully stood up on a chair and filmed the clock. We had to make sure that the glare of the camera was not in the frame of the shot. This was harder to do because it was challenging to not get the glare and still have the clock in the middle of the shot. After a few try we finally got it perfectly.

For the hallway scene, we had the same classmates help us with the scene. We did change the way we original planned to film this scene. Instead of me filming from a stand still, we decided it looked better if I walked in front of Julia as she moved through the hallway. The hand held shot, makes the audience feel more like they are in a busy high school hallway. We had Luis, one of our classmates bump into Julia as she was walking in the hallway. Julia then dropped her stuff and no one helped her pick it up. This was to help show that Julia's character was lonely and depressed.

When we filmed the rest of the bathroom scene we faced a few more challenges. We had to make sure that Julia's phone did not get damaged when we filmed the underwater scenes. Even though it is not the most protective and dependable, we used a plastic bag for Julia phone to go in. It allowed us to have a clear shot and still have the sound of underwater. While filming, we saw that having the flash on would make the shots clearer yet still create low – key lighting.

> **MODERATOR**
> The candidate is clearly reflecting on their work and is earning marks for this. For these marks to move beyond a level 3, the candidate should develop their reflection on their own work to include stills to illustrate, discussion of alternative approaches, perhaps with test shots, feedback from test audiences, further research – into fonts for example, etc.

Editing

> **MODERATOR**
> This comment perhaps balances out the marks across the group. Teachers should look out for such comments when marking and include references in the Individual Candidate Record Form (ICRF).

Julia and I decided it was best for us to use her Mac Book for editing since she was most familiar with iMovie. Julia did most of the editing at home.

Besides a few problems with the computer itself editing went really well. Due too Julia's MacBook being older, it would not let us open iMovie. Along with a few other problems, Julia took her computer to Apple to be fixed. She ended up getting a new computer that work perfectly. Editing went smoothly after this. We followed our storyboard almost

completely and added sound very well.

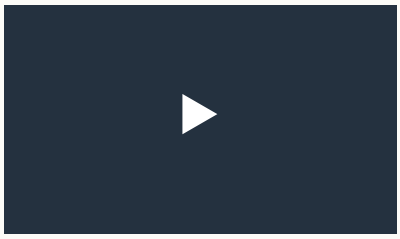
> **MODERATOR**
> This comment evidences why the production has weak credits and title. As the brief specifically requests that credits and title are present, candidates should carry out significant research into the codes and conventions associated with these.

For the opening credits we used a simple font like we planned. We added a few names to the opening credits so that it wasn't just Julia's and I's name. This makes it seem more like a real movie opening.

Overall, I think our rough draft came out very good. We will not need to make any major changes to it for the final draft.

POST 11 FINAL PRODUCTION 11 OF 14

Rough Draft



Video on the original blog
https://vimeo.com/305620312

Julia and I only made one adjustment to our video. Julia recorded the voice over again. In the first draft, the voiceover wasn't as clear as it should be. The new voice over is much clearer for the viewer to hear. Besides that, we didn't think there need to be any other changes made. However, after peer review we may decide to edit a few things that would make our video better.

POST 12 FINAL PRODUCTION 12 OF 14

Update

> **MODERATOR**
> Collecting feedback from the candidate's peers is a good idea, but could be expanded to include others in the target audience demographic. The results of feedback could be presented more creatively – a director's cut including the feedback, for example.

On Friday, April 7th, we presented our video in class to get feedback. There were only a few things that our classmates suggested that we should improve on.
The first thing they suggested was about the voice over. The voice over is too intense to be the voice of a depressed girl. Our classmates said that we should record it over again and make it slower and sound less confident. This will help get the plot across the audience.

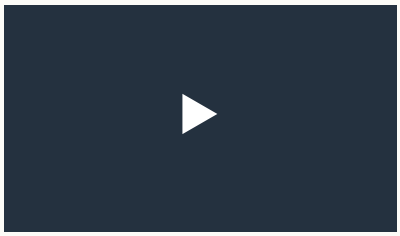
Another thing that was mentioned was that the main plot of the video was not completely clear. Julia and I decided to add a shot of an old pill bottle to help show the girl is depressed and to suggest to the audience that she overdosed.

The last thing our classmates suggested we fixed was the bubbles in the water. They imply that the girl is still breathing under the water. It is an easy fix because when we first filmed we have many shots that don't have the bubbles.

This week we will work on fixing these things and working on our critical reflection that will be posted on Sunday, April 16th .

Critical Reflection

This is a secure video copy of the candidate's Google presentation



Video on the original blog
https://vimeo.com/305506722

The candidate has chosen to present their CCR using Google Slides. This is acceptable but not very creative. In order to achieve marks above level 2 the candidate should employ a range of question specific creative applications to present their responses.

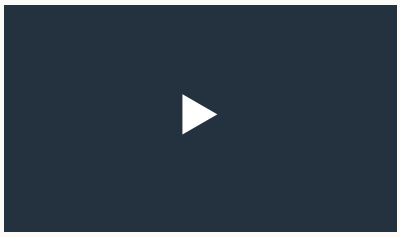
Q1 is addressed to a clear level but is limited in depth. However, it is the strongest element of this CCR. This is often the case. Teachers should encourage candidates to treat all questions equally and respond to each in depth.

Q2 consists of just two slides and the response is minimal/limited.

Q3 and Q4 have only one slide each and are clearly minimal. Overall, the CCR can be seen as borderline level 2/3 due to not addressing all questions in depth.

Final Draft

This is a secure copy of the candidate's uploaded video



Video on the original blog
https://vimeo.com/305504713

The final production is the strongest element of the portfolio. Overall, it is a solid level 4 and goes someway to explaining why candidates can achieve reasonably high marks using a best fit model, when the research, planning, and CCR are not that strong.

A range of appropriate shots are employed, the camera is held steady, meaning is clear, sound is used effectively, there are some minor issues with mise-en-scene, and the title uses an inappropriate font and embellishments, but overall, an effective film opening. Using a best fit approach, putting all the elements of the portfolio together, and referring closely to the mark scheme for each assessment objective, this candidate was given a level 3.