

**Regents Park Community College – Year 10 Film Progress Pathway Descriptors**

Low Attaining Year 10 student	Middle Attaining Year 10 student	High Attaining Year 10 student
<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make infrequent and inaccurate use of film specific terminology</p> <p>I have limited knowledge of set films</p> <p>I have limited knowledge of social, historical, cultural and technological contexts, discussed with limited relevance</p> <p><b>Analyse film products:</b></p> <p>I make limited, basic responses</p> <p>I use no personal opinion but comment on some evidence</p> <p>I make no mention of genre, or inaccurate in use</p> <p><b>Create film products:</b></p> <p>My products demonstrate little conscious choice of cinematography and mise-en-scene, there will be lots of the same shot type and angle</p> <p>My products fit into some but not all basic codes and conventions of the genre</p> <p>My products do not demonstrate conscious editing and sound choices</p> <p>My products conform to stereotypes</p>	<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make infrequent and sometimes inaccurate use of film specific terminology</p> <p>I have limited knowledge of set films</p> <p>I have some knowledge of social, historical, cultural and technological contexts, discussed with some relevance</p> <p><b>Analyse film products:</b></p> <p>I make some accurate comments</p> <p>I use limited personal opinion but comment on some evidence</p> <p>I make limited mention of genre</p> <p><b>Create film products:</b></p> <p>My products demonstrate limited conscious choice of cinematography and mise-en-scene, there will be some variation of shot type and angle</p> <p>My products fit into some codes and conventions of the genre</p> <p>My products demonstrate limited conscious editing and sound choices</p> <p>My products begin to subvert to stereotypes</p>	<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make frequent use of film specific terminology</p> <p>I have good knowledge of set films</p> <p>I have basic knowledge of social, historical, cultural and technological contexts, discussed with obvious relevance</p> <p><b>Analyse film products:</b></p> <p>I make limited, basic responses</p> <p>I use some personal opinion and comment on some evidence</p> <p>I discuss genre in an obvious way</p> <p><b>Create film products:</b></p> <p>My products demonstrate some conscious choice of cinematography and mise-en-scene, there will be clear variation in shot type and angle</p> <p>My products demonstrate the codes and conventions of the genre</p> <p>My products demonstrate conscious editing and sound choices</p> <p>My products subvert stereotypes</p>

Regents Park Community College – Year 11 Film Progress Pathway Descriptors		
Low Attaining Year 11 student	Middle Attaining Year 11 student	High Attaining Year 11 student
<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make frequent and sometimes inaccurate use of film specific terminology</p> <p>I have some knowledge of set films</p> <p>I have some knowledge of social, historical, cultural and technological contexts, discussed with some relevance</p> <p><b>Analyse film products:</b></p> <p>I make some accurate comments</p> <p>I use limited personal opinion but comment on some evidence</p> <p>I make some mention of genre</p> <p><b>Create film products:</b></p> <p>My products demonstrate limited conscious choice of cinematography and mise-en-scene, there will be some variation of shot type and angle</p> <p>My products fit into some codes and conventions of the genre</p> <p>My products demonstrate some conscious editing and sound choices</p> <p>My products begin to subvert to stereotypes</p>	<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make frequent use of film specific terminology</p> <p>I have good knowledge of set films</p> <p>I have basic knowledge of social, historical, cultural and technological contexts, discussed with obvious relevance</p> <p><b>Analyse film products:</b></p> <p>I produce secure responses</p> <p>I use some personal opinion and comment on some evidence</p> <p>I discuss genre and influences on cinema</p> <p><b>Create film products:</b></p> <p>My products demonstrate conscious choice of cinematography and mise-en-scene, there will be clear variation in shot type and angle</p> <p>My products demonstrate the codes and conventions of the genre</p> <p>My products demonstrate conscious editing and sound choices</p> <p>My products create basic representations</p>	<p><b>Demonstrate knowledge and understanding:</b></p> <p>I can make frequent and accurate use of complex film terminology</p> <p>I have extensive knowledge of set films</p> <p>I have extensive knowledge of social, historical, cultural and technological contexts, discussed with clarity</p> <p><b>Analyse film products:</b></p> <p>I produce considered and developed critical responses</p> <p>I have a personal opinion that is supported by evidence</p> <p>I discuss intertextuality and genre intelligently</p> <p><b>Create film products:</b></p> <p>My products demonstrate flair and creativity in my choice of cinematography, mise-en-scene, editing and sound; there will be interesting and varied example of the four areas used to develop narrative and representations</p> <p>My products fit perfectly into the codes and conventions of the genre</p> <p>My products create complex representations</p>