## ASSESSOR MARKS AND COMMENTS (ENGLISH)

## Textual analysis

| TA05 | Stranger Things |  |  |
| :---: | :---: | :---: | :---: |
| eritertom | Cultural context (8) | Mark | 8/8 |
| Comments | This candidate exhibits a fresh outlook on intertextuality with this film, resulting in a broad range of contextual points being made. There are compelling points presented throughout. References to research add to and support the critical perspectives explored in the work. |  |  |
| Criterion B | Film elements (12) | Mark | 12/12 |
| Comments | The ways in which the film employs film elements are evaluated well - being detailed, accurate and sophisticated. The candidate covers a broad range of film elements including flickering low-key lighting, dolly, tracking, panning camera movements, rhythmic cuts in conjunction with sound design, the colour palette. The student clearly articulates how pacing of the editing directly aids the creation of suspense. There is a consistent focus on the intended effect of the choices made by employing specific film elements. Genre conventions are also well addressed. Evaluation is thorough, with the purpose of choices clearly explained. The candidate's use of terminology is also highly effective. |  |  |
| Criterion C | Relationships within the film text (8) | Mark | 7/8 |
| Comments | There are lots of relevant cultural context examples for the chosen extract and the understanding demonstrated is highly appropriate; however, more references to the film as a whole would have improved this textual analysis. The quality of the links to the cultural are strong enough to place this in the top markband of this criterion. Excellent overall, despite being imbalanced. |  |  |
| General commentary | This is a particularly sophisticated textual analysis. The work demonstrates excellent use of research and citations. Screen grabs are intelligently chosen used to illustrate points of analysis. The language flows easily and it is clear that this candidate has worked hard and effectively in the research and writing stages of the assessment task. | Total <br> Mark | 27/28 |

