

A – Planning and research	Score 9
<i>This candidate not only provided examples of her planning, but discussed in detail how her planning influenced the actual execution of the production activities/shooting.</i>	
B – Reflection and Evaluation	Score 8
<i>Although the end self-reflection is brief, throughout the commentary, this candidate provides a great deal of self-analysis of the artistic process throughout the three phases of this project. Because she was able to honestly assess her work at all points, the candidate was able to make adjustments and change various elements as she progressed.</i>	
C - Professional and technical skills	Score 8
<i>This candidate was extremely organized and spent a great deal of time/energy thinking about the project before the production elements were implemented. She was able to get what she needed out of the actors, and was able to make some design choices that influenced the overall production.</i>	
D - Effective use of film language	Score 8
<i>For the most part, the story's portrayal is cohesive and, due to the artistic choices by the candidate, expresses elements of the storyline on a deeper level. Lighting, costuming, makeup all help define the characters and indicate their emotional state throughout the story.</i>	
E - Originality and creativity	Score 8
<i>Due to the interesting nature of the script/story, the candidate was able to make some creative choices that were not just for creativity's sake. The mise-en-scene elements were designed in a way that serves the story.</i>	

	Documentation as a whole	Evaluation in individual written commentary	Production
A	X		
B		X	
C	X		X
D			X
E		X	X

A Planning and research - This criterion is concerned with the documentation of production processes, from preliminary planning and research, pre-production, production and principal photography, through to post-production.	
Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little or no planning for and research into production processes. Little documentation of the relevant development stages is displayed.
3–4	There is some planning for and research into production processes. Some documentation of the relevant development stages is displayed, but this documentation is likely to be incomplete, either lacking sufficient detail in parts or omitting stages in the process.
5–6	There is adequate planning for and research into production processes. Documentation of the relevant development stages is satisfactory.
7–8	There is good planning for and research into the production processes. Documentation of the relevant development stages is mostly thorough.
9–10	There is excellent planning for and research into the production processes. Documentation of the relevant development stages is comprehensive.

B Reflection and evaluation - This criterion is concerned with artistic and logistical analysis of the relevant production processes and the evaluation in the individual student's written commentary on the project as a whole, including the roles of the student and others (where appropriate).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is a limited artistic and logistical analysis of the relevant production processes, with little critical evaluation of the project as a whole.
3–4	There is some artistic and logistical analysis of the relevant production processes, with some critical evaluation of the project as a whole.
5–6	There is a satisfactory artistic and logistical analysis of the relevant production processes, with satisfactory critical evaluation of the project as a whole.
7–8	There is an effective artistic and logistical analysis of the relevant production processes, with good critical evaluation of the project as a whole.
9–10	There is a highly effective artistic and logistical analysis of the relevant production processes, with excellent critical evaluation of the project as a whole.

C Professional and technical skills - This criterion is concerned with professional and technical skills (including organizational skills) that may be demonstrated during the production processes or in the finished product itself.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student demonstrates little or no ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes limited use of available resources and technology.
3–4	The student demonstrates some ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes some use of available resources and technology.
5–6	The student demonstrates satisfactory ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes competent use of available resources and technology.
7–8	The student demonstrates good ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes effective use of available resources and technology.
9–10	The student demonstrates excellent ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes highly effective use of available resources and technology.

D Effective use of film language - This criterion is concerned with evidence of the student's effective use of film language, as seen in the finished product.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student demonstrates little or no ability to communicate effectively in film language.
3–4	The student demonstrates some ability to communicate effectively in film language.
5–6	The student demonstrates a satisfactory ability to communicate effectively in film language.
7–8	The student demonstrates a good ability to communicate effectively in film language.
9–10	The student demonstrates an excellent ability to communicate effectively in film language.

E Originality and creativity - This criterion is concerned with originality and creativity in the film-making process (referred to as "creative intelligence" in the level descriptors below). This may be demonstrated by freshness of approach, by intelligent work that goes either with or against the conventions of the genre, or by problem solving. Another key indicator is the level of audience engagement with the work.

This criterion is intended to provide a holistic assessment of each student's contribution to the finished film.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little or no evidence of creative intelligence in the film-making process. The production is of limited interest to audiences.
3–4	There is some evidence of creative intelligence in some aspects of the film-making process. The production is of some interest to audiences.
5–6	There is adequate evidence of creative intelligence in most aspects of the film-making process. The production engages audience interest satisfactorily.
7–8	There is good evidence of creative intelligence in all aspects of the film-making process. The production engages audience interest well.
9–10	There is excellent evidence of creative intelligence in all aspects of the film-making process. The production engages audience interest with great success.

