

Examiners' Report

Summer 2016

Pearson Edexcel Digital  
Communications 5ED01 Paper  
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## **Non ERA PM Report**

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As with previous years, candidates had choice of genres and were asked to choose one film from this genre for their analysis:

Genre 1: Comedy: The Invention of Lying or The School of Rock

Or:

Genre 2: Action: Indiana Jones or The Bourne Identity

Only two centres entered and there were responses from all 4 films.

For Section A, candidates were able to respond confidently to how the director presented character, referring to how the use of lighting and sound affects the audience's perception of the characters' change in mood. Less secure responses tended to be over reliant on using dialogue as their evidence. This question has been very successful over the course of the qualification, with candidates developing much greater awareness of how to comment on the link between the director's choices' and the audience impact. Teachers have clearly responded positively to the training provided and feedback from previous PM reports'.

For Section B, Candidates were very confident in identifying moving image techniques and this has also improved over the course of the qualification. Some candidates would benefit from considering audience impact in greater depth. Less secure responses tended to make broad statements about what made them laugh, rather than considering comic effects. It is important that candidates are equipped with the language of analysis – rather than making vague comments such as 'this is effective' or 'this is funny'.

Section C has traditionally been the least secure element of the qualification though genre knowledge has certainly improved. Candidates were very familiar with the comedy genre and were able to consider narrative, characterisation and theme with some confidence. There was also a good exploration of how sub-genre conventions was used effectively to engage the audience in the narrative. Greater care with expression would have enabled candidates to communicate their ideas more effectively. Timing issues seem to still prevail for Cii with some candidates not writing in sufficient detail about the second film choice.

The quality of teacher annotations has vastly improved over the course of the qualification which is a credit to the teachers who have delivered the course. The files were well organised, delivered on time and had very clear teacher annotations that were thorough and extremely helpful to the moderation process.

This has been an excellent qualification, with consistently high pieces of work being provided year on year. Students have developed critical reading skills through exploring the intentions of the directors'; their understanding of genre and narrative has also been impressive. It is a shame that this is the last year of qualification as I believe that students have really benefitted from the creative opportunities that this qualification provides.