

GCSE

# WJEC GCSE

## Digital Media and Film

Approved by Qualifications Wales

### Delivery Guide

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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## Aims of the Delivery Guide

The aim of the Delivery Guide is to give an overview of the qualification and to help teachers understand how we assess the GCSE. It will offer an introduction to the specification, an assessment overview, and will support teachers in better understanding how to prepare their learners for the assessment of the different units in each qualification. More information on each unit can be found in the separate unit guides.

## Qualification Structure

WJEC GCSE Digital Media and Film consists of three units:

	Unit title	Type of Assessment	Weighting
<b>Unit 1</b>	Exploring key concepts and issues	On-screen examination	30%
<b>Unit 2</b>	Distribution and exhibition strategies of digital media and film industries in Wales	Non-examination assessment	30%
<b>Unit 3</b>	Creating digital media and film content	Non-examination assessment	40%

All units are compulsory.

### Unit 1

The purpose of this unit is to:

- demonstrate knowledge and understanding of how digital media and film products are constructed
- demonstrate awareness of social, cultural, historical and production contexts in which digital media and film products are produced
- explore how digital media and film products represent identity and place
- explore ethical issues surrounding social media platforms and its impact.

This unit will focus on:

- **exploring** – learners will have the opportunity to study both films and video games to understand how meaning can be created through a variety of techniques. Learners will experience different genres and forms of media which will cover contrasting contexts. Learners will gain knowledge of film products created in or inspired by Wales as well as international productions and works written by a diverse range of writers, including those from Black, Asian and minority ethnic backgrounds. Learners will also explore key concepts and issues around online news and various different social media platforms.
- **responding and reflecting** – learners will have the opportunity to respond to digital media and film products, including an unseen product/extract, reflect on the impact of social media and respond to key issues in social media production. Learners will be able to appreciate other people's media products to develop and inform their own talents in Units 2 and 3. Learners will gain the necessary skills required to explore the cross-cutting themes of human-rights and diversity, including Black, Asian and minority ethnic themes, contributions and experiences.

## Unit 2

The purpose of this unit is to:

- explore how digital media and film industries in Wales operate
- investigate how Welsh digital media and film products are produced and distributed
- develop creative skills by creating a distribution strategy and an exhibition strategy.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore how digital media and film industries based in Wales operate through research into specific products, such as film, television and videogames produced in Wales. Learners will explore the way products are created to appeal to a target audience and examine their processes of production, distribution and exhibition. Learners will explore and investigate industry practice, job roles and career pathways in the Welsh media landscape.
- **responding and reflecting** – learners will have the opportunity to respond to products produced by their chosen production company, and reflect on how these products are financed, distributed and exhibited. Learners are encouraged to critically reflect on the genre codes and conventions of their chosen product and consider the ways in which products are created to appeal to target audiences. Learners will have the opportunity to respond to the production processes involved in the media product they have chosen and reflect on how these processes may have contributed to the product's success.
- **creating** – learners will create a new concept for a product and production company. Learners are encouraged to plan and consider creative ways to distribute and exhibit their product and create visual examples of their strategies which encourages creativity, originality and imagination.

## Unit 3

The purpose of this unit is to:

- develop creative practical skills through production work
- reflect on own production work
- develop personal skills of decision-making and confidence.

This unit will focus on:

- **exploring** – learners will have the opportunity to explore how digital media and film products are created. Learners will draw upon their knowledge of existing products in a range of forms and genres to create and develop their own digital media or film products.
- **reflecting** – learners will have the opportunity to respond to a brief set by WJEC and reflect on own work through a reflective log.
- **creating** – learners will have the opportunity to create digital media and film products in response to a set brief.

## Summary of assessment

<p><b>Unit 1: Exploring key concepts and issues</b>  <b><i>On-screen examination: 1 hour 30 minutes</i></b>  <b>30% of qualification</b></p>	<b>60 marks</b>
<p><b>Summary of assessment</b>            The paper will consist of questions requiring objective responses, short and extended answers, in response to set films, a studied video game and unseen media works.</p>	
<p><b>Unit 2: Distribution and exhibition strategies of digital media and film industries in Wales</b>  <b><i>Non-examination assessment: 18 hours</i></b>  <b>30% of qualification</b></p>	<b>72 marks</b>
<p><b>Summary of assessment</b>            The assessment will be set by WJEC, assessed by the centre and moderated by WJEC. The assessment, which will include a brief and two tasks, will be available via the WJEC Portal, and will remain the same for the lifetime of the specification.</p> <p>Learners will investigate how a digital media and/or film production company based in Wales produces, distributes and exhibits their products. Learners will create one distribution strategy and one exhibition strategy for a new digital media product produced by a production company in Wales.</p>	
<p><b>Unit 3: Creating digital media and film content</b>  <b><i>Non-examination assessment</i></b>  <b>40% of qualification</b></p>	<b>96 marks</b>
<p><b>Summary of assessment</b>            The assessment will require learners to respond to a stimulus set by WJEC. The assessment will be assessed by the centre and moderated by WJEC. The stimulus will be available on the WJEC Portal during the September of the first year of study. The stimulus will be changed every three years.</p> <p>Learners will choose one brief from a choice of three. The briefs will always be for a marketing campaign for a new:</p> <ul style="list-style-type: none"> <li>● film</li> <li>● video game</li> <li>● series for a streaming site.</li> </ul>	

## Assessment Objectives

### AO1

Demonstrate knowledge and understanding of digital media and film processes and products.

### AO2

Develop and apply creative techniques and production skills in a range of different contexts / media forms.

### AO3

Reflect on, analyse and evaluate own work and the work of others.

### AO4

Create and develop ideas to communicate meaning in digital media and/or film outcomes.

### Unit 1

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
15%	-	15%	-	30%

### Unit 2

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
-	15%	10%	5%	30%

### Unit 3

The distribution of the assessment objectives for this unit is:

AO1	AO2	AO3	AO4	Total
-	15%	5%	20%	40%

## Specification and Assessment Pack

When we develop new qualifications, we produce the following documents:

- Specification – this covers all the information and skills that learners are expected to know by the end of their course.
- Assessment Pack – this contains the Sample Assessment Materials (SAMs) i.e.: sample exam papers and sample NEA tasks, relevant controls for the NEA and, mark schemes.

This guide builds upon the information in the specification and assessment pack to help further your understanding of said documents.

### Understanding the specification amplification

Learners should be made aware of:

- the specification stems
- what the specification stems mean.

### Specification Stems

When you look through the specification you will notice in the amplification column, we use a variety of wording before the list of content learners need to know; we call this a stem:



Each stem is used for a slightly different reason.

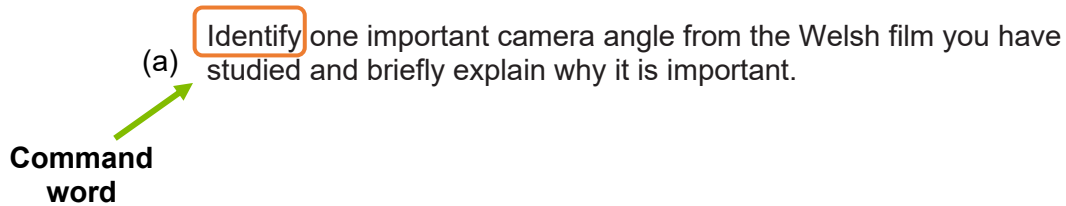
Specification Stem	When it is used
<b>Learners should know</b>	When learners are required to demonstrate basic knowledge and understanding.
<b>Learners should be aware of</b>	When learners do not need to understand all aspects of the specified content in detail. Teachers should refer to Guidance for Teaching documents for further guidance on the depth and breadth to which this content should be taught.
<b>Learners should understand</b>	When learners are required to demonstrate greater depth of knowledge and understanding, application of knowledge to familiar or unfamiliar contexts and analysis and evaluation of information for a given purpose.
<b>Learners should be able to</b>	When learners need to apply their knowledge and understanding to a practical situation or demonstrate application of practical skills and techniques.

## Command words

Learners should be made aware of:

- what command words are
- what each command word means
- what each command word assesses.

Command words are the words and phrases used in assessments that tell learners how they should answer the question or complete the task. Command words direct the learner through the question or task and indicate the nature of the response required.



The following tables are not exhaustive but will give you a good idea of the command words we typically use:

Command words for direct recall	
Command Word	Requirements of response
Define	Give the precise meaning of a term.
Describe	Identify distinctive features and give descriptive, factual detail. <i>This is one of the most widely used command words. If an explanation is required then use two command words: 'describe and explain'.</i>
Drag and drop	Move to another part of a screen using a mouse or similar device.
Give	Produce an answer from recall.
Identify/ Tick/ Click/ Circle	Point out and name from a number of possibilities.
Match/Link	To choose something that has the same quality as something.
Name	Identify or make a list.
Outline	Set out the main characteristics.
State	Express in clear terms.

Command words for application/demonstration of skills	
Command Word	Requirements of response
Apply	Use knowledge and understanding of a theory or concept and relate it to a specified context. Put into effect in an appropriate way.
Clarify	Make (an idea or situation) clear by describing it in more detail.
Complete	Add necessary items/information.

Demonstrate	Exemplify, describe with reference to examples.
Discuss	Present key points.
Explain	Give reasons or causes. Show an understanding of how or why something has occurred.
Explore	Investigate without preconceptions about the outcome.
Express	Use given information to rewrite a number or an expression in a specified form.
Interrogate	Question formally and systematically.
Investigate	Carry out research or study into a subject or problem.
Modify	Make changes to give a new orientation to or to serve a new end.
Monitor	Observe, check, or keep a continuous record of something.
Populate	Add specified items to.
Relate	Demonstrate connections between items.
Review	Survey information.
Select/Choose	Make an appropriate choice from a range of options.
Suggest	Put forward an idea, reason or course of action.
Summarise	Give a shortened version of something, stating its main points without detail.
Use	Apply the information provided to a particular theory or concept. Employ, take or hold something for a purpose.

### Command words for synthesis and evaluation

Command Word	Requirements of response
Analyse	Separate information into components identify their characteristics.
Assess	This is an evaluative question, meaning that there are a number of possible explanations/arguments/outcomes. Make an informed judgement. Make a judgement about the quality or value of something.
Comment	Present an informed opinion.
Compare	Identify <b>similarities</b> .
Consider	Review and respond to given info.
Contrast	Identify <b>differences only</b> .
Criticise	Assess worth against explicit expectations.
Debate	Present different perspectives on an issue.
Deduce	Draw conclusions from information provided.
Discuss	Examine an issue in detail in a structured way, taking into account different ideas.

Distinguish	Identify the differences between two or more factors.
Evaluate	Judge from available evidence.
Examine	Investigate closely.
Judge	To form an opinion/decide upon critically.
Justify	Support case with evidence.
Recommend/Improve	To suggest as appropriate.
Reflect	To consider thoughts, experiences, situation or issue.
Review	To consider something with the intention making changes if necessary.
Suggest	State a possible reason or course of action.
Support	To maintain or advocate.
Synthesise	Combine information, objects or ideas.

## Mark Schemes

Mark schemes and/or assessment criteria test the intended learning outcomes for a component. They describe the knowledge and skills (and possibly attitude) that a candidate is expected to demonstrate in their responses and they are then used in marking the work.

### Objective based mark scheme:

For very short answer questions requiring one correct response

Question													
<p><b>1.</b></p> <p>Match each film language category on the left with the correct element on the right.</p> <p>Click the boxes to match them. You can remove a line by clicking on it.</p> <table border="1" data-bbox="373 804 1050 1023"> <thead> <tr> <th>Film language category</th> <th>Element</th> </tr> </thead> <tbody> <tr> <td>Mise-en-scène</td> <td>Non-diegetic</td> </tr> <tr> <td>Sound</td> <td>Lighting</td> </tr> <tr> <td>Cinematography</td> <td>Setting</td> </tr> </tbody> </table>	Film language category	Element	Mise-en-scène	Non-diegetic	Sound	Lighting	Cinematography	Setting					
Film language category	Element												
Mise-en-scène	Non-diegetic												
Sound	Lighting												
Cinematography	Setting												
Answer		AO1	AO2	AO3	Total Mark								
<p><b>1.</b></p> <p>Award <b>one</b> mark for each correct answer up to a maximum of <b>three</b> marks:</p> <table border="1" data-bbox="373 1236 975 1456"> <thead> <tr> <th>Film language category</th> <th>Element</th> </tr> </thead> <tbody> <tr> <td>Mise-en-scène</td> <td>Setting</td> </tr> <tr> <td>Sound</td> <td>Non-diegetic</td> </tr> <tr> <td>Cinematography</td> <td>Lighting</td> </tr> </tbody> </table>	Film language category	Element	Mise-en-scène	Setting	Sound	Non-diegetic	Cinematography	Lighting		3			3
Film language category	Element												
Mise-en-scène	Setting												
Sound	Non-diegetic												
Cinematography	Lighting												

**Points based mark scheme:**

For short answer questions with a range of possible responses

Question					
<b>2 (b)</b>	Briefly describe how <b>two</b> different camera shots are used to create meaning in <b>one</b> sequence from the Welsh film you have studied.				
Answer		A01	A02	A03	Total Mark
<b>2 (b)</b>	<p>Award <b>three</b> to <b>four</b> for a good, focused description of how two camera shots are used to create meaning within a sequence. Answers should include a relevant, reasoned example from the Welsh film to support their ideas.</p> <p>Award <b>one</b> to <b>two</b> marks for a basic description of how two camera shots are used to create meaning within a sequence. Answers should include an example from the Welsh Film to support their ideas.</p> <p><i>If only one camera shot is considered, allocate the band that qualitatively describes the response (which may be within any of the two bands). The mark must then be divided by two.</i></p>	4			4

**Indicative content**

*These are examples only and all valid alternatives should be considered and marked appropriately.*

**Patagonia:**

- Establishing shots used to emphasise the beauty of the Welsh and Argentinian landscapes.
- Close-up shots of old photographs used to emphasise past and present and moments of character reflection.
- Over-the-shoulder shots used in scenes of dialogue, e.g. between Gwen and Rhys, to create a connection between the audience and characters.

**Pride:**

- Wide shot used during parades to emphasise unity and community.
- Two-shots used to show opposing groups coming together and overcoming prejudice e.g. handshake between a miner and an activist.
- Close-up shots used to convey emotions and passion e.g. Mark's speech.

**Dream Horse:**

- Two-shots used to convey relationships between community members and stakeholders.
- Close-up shots used to establish the close emotional relationship between Jan Vokes and Dream Alliance.

- Long shots used to evoke excitement and anticipation during horse racing.
- Save the Cinema:**
- Close-up shots used to convey emotions and passion of characters e.g. Liz Evans' determination to save the building.
  - Long shots and wide shots used to emphasise the importance of setting e.g. the Lyric cinema, the town of Carmarthen.
  - Over-the-shoulder shots used in scenes of dialogue, e.g. between Liz and the Mayor, to create a connection between the audience and characters.

**Y Sŵn:**

- Over-the-shoulder shots used to make audience members feel involved particularly during scenes of dialogue.
- Wide/Establishing shots used to place characters in important settings e.g. council offices/home office, scenes of protest etc.

Close up shots used to draw attention to signs held by protestors.  
Credit any other valid response.

**Levels based mark schemes:**

For questions requiring extended responses

Question	
<b>4.</b>	Compare how the <b>two</b> films you have studied reflect their social and/or cultural context. In your answer, you should consider: <ul style="list-style-type: none"> <li>• the society or cultures in which the films are produced</li> <li>• how film language is used to convey contexts.</li> </ul> <div style="text-align: right;">[15]</div>
Answer	AO3
<b>5</b>	<p style="text-align: center;"><b>13-15 marks</b></p> <ul style="list-style-type: none"> <li>• An excellent and detailed comparison between the two films</li> <li>• Excellent judgements and conclusions about how the films reflect their social or cultural context</li> <li>• Uses excellent points of comparison to develop a highly coherent point of view in response to the question</li> <li>• Excellent, consistent use of subject specific terminology.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>• A good, detailed comparison between the two films</li> <li>• Good judgements and conclusions about how the films reflect their social or cultural context</li> <li>• Uses good points of comparison to develop a coherent point of view in response to the question</li> <li>• Good use of subject specific terminology.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>7-9 marks</b></p> <ul style="list-style-type: none"> <li>• A satisfactory comparison between the two films</li> <li>• Satisfactory judgements and conclusions about how the films reflect their social or cultural context</li> <li>• Uses satisfactory points of comparison to develop a reasonably coherent point of view in response to the question</li> <li>• Satisfactory use of subject specific terminology.</li> </ul>

<b>2</b>	<b>4-6 marks</b>
	<ul style="list-style-type: none"> <li>• A basic comparison between the two films</li> <li>• Basic judgements and conclusions about how the films reflect their social and cultural context</li> <li>• Uses basic points of comparison to indicate an emerging point of view in response to the question</li> <li>• Basic use of subject specific terminology.</li> </ul>
<b>1</b>	<b>1-3 marks</b>
	<ul style="list-style-type: none"> <li>• A limited comparison between the two films</li> <li>• Limited judgements and conclusions about how the films reflect their social and cultural context</li> <li>• Uses limited, if any, points of comparison to indicate a limited point of view in response to the question</li> <li>• Limited use of subject specific terminology.</li> </ul>
<b>0</b>	No response attempted or nothing worthy of credit.

## Important Dates

First Teaching of WJEC GCSE Digital Media and Film	September 2026
First assessment for Unit 1	Summer 2028
First release of Unit 2 NEA assignment brief	September 2026
First release of Unit 3 stimuli	September 2026
First submission of Unit 2 NEA	Summer 2028
First submission of Unit 3 NEA	Summer 2028
First Certification	Summer 2028