

KS4: GCSE FILM STUDIES

Exam Board & Specification details: Eduqas.

Assessment Objectives:

Component 1: US film comparative study, Key developments in film and film technology, US independent film [70 marks] 35%.

Component 2: Global Film: Narrative, Representation and Film Style [70 marks] 35%.

Component 3: Production Coursework: [60 marks] 30%

Key Skills: Analytical. Critical thinking. Creative and technical skills.

Developing key creative and technical skills & film language. Introduction to key film concepts needed to understand audience response to cinema and the world around them. Enabling students to analyse the ideological messages and construct short films to a very high standard.

Students master key analytical and technical skills in years 10 & 11. Developing creative awareness when creating their own short film(s). Film students also develop a critical understanding of a wide range of films from a variety of different cultures and influences, developing strong analytical skills and a detailed understanding of how producers communicate messages and reflect or influence society.

GCSE FILM STUDIES: Curriculum map

Year 10	TERM 1 & 2	TERM 3	TERM 4	TERM 5	TERM 6
Content	US Film (1930-1960) & US Film (1961-1990)	US Independent Film	Film-making skills, Scriptwriting, and planning	Coursework	Coursework
Students study	<p>A comparative study of two texts and how representation, narrative and characterisation are communicated through different time periods.</p> <p>An investigation of each independent film for genre conventions, key elements and macro features.</p> <p>Films covered:</p> <ul style="list-style-type: none">- Dracula (1931)- The Lost Boys (1987) <p>Dracula forms the basis of term one with an introduction to key elements, such as sound, editing, cinematography, and mise-en-scene. The exploration looks at the introduction of the key elements of film form within classic US films.</p> <p>The Lost Boys begins to explore a greater experimentation with methods, and reaffirms student knowledge and application of these methods, but also how context plays an integral part in the development of film form and audience expectations.</p>	<p>To critical assess a film in relation to the key elements and critical writing from an independent source.</p> <p>To explore how meaning is communicated through film and the depth in which opinions may differ.</p> <p>To practice critical analysis when faced with differing views and ideologies.</p>	<p>An exploration of the creation and study of short films, genre and genre conventions.</p> <p>Students will explore different genres of film in relation to the exam briefs in preparation for the application and execution of their own independent coursework project.</p> <p>Students will explore the skills needed for quality film production, the application of camera angles and key elements of mise-en-scene.</p>	<p>Development of script writing skills and idea generation for short film of a specific genre.</p> <p>Planning, scripting, drafting and rewriting.</p> <p>Primary shooting of film and gradual editing.</p>	<p>Creation of Film Production sequence.</p> <p>Component 3:</p> <p>Final coursework assessment. 30% of Media Studies GCSE.</p>

<p><i>Students learn how to:</i></p>	<p>Identify and analyse key elements of film form within two independent films.</p> <p>Understand and compare the differences between two films of the same genre.</p> <p>Interpret and analyse key elements of film form in relation to the narrative and characterisation.</p> <p>Understand the contextual features impacting the production process of films surrounding particular time periods.</p>	<p>Analyse key elements of film form surrounding a text.</p> <p>To breakdown key elements for encoded meaning and the different interpretations surrounding these.</p> <p>To assess and weigh up contrasting opinions, understanding how these views have been reinforced by directorial choices within a film.</p>	<p>Apply knowledge learnt over the course so far in relation to key element application, technical execution of film, and script-writing skills.</p>	<p>Create a high quality audio-visual production, using original camerawork, sound, mise-en-scene and editing.</p> <p>Edit audio-visual material using Premiere Pro.</p>	<p>Create a high quality audio-visual production, using original camerawork, sound, mise-en-scene and editing.</p> <p>Edit audio-visual material using Premiere Pro.</p>
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YEAR 11	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	British Film	Global English Language Film	Global non-English Language Film	Revision	Revision	Revision
<p><i>Students study</i></p>	<p>Study of the text 'Skyfall' and understanding of key elements within the film.</p> <p>Key focus on aesthetics and appearance of film.</p> <p>Development of analysing micro features.</p>	<p>Study of the text 'District 9' and understanding of key elements within the film.</p> <p>Key focus on narrative structure, context and characterisation.</p> <p>Development of analysing macro features.</p>	<p>Study of the text 'Tsotsi' and understanding of key elements within the film.</p> <p>Key focus on representation, context and characterisation.</p> <p>Essay structure and academic responses.</p>	<p>Revision sessions in preparation for Exam: Component 1 Exam: Component 2</p> <p>Revisiting key scenes from each of the films explored throughout the course and ensuring clear knowledge and retention of key ideas, methods, and essay writing skills.</p>	<p>Revision sessions in preparation for Exam: Component 1 Exam: Component 2</p> <p>Revisiting key scenes from each of the films explored throughout the course and ensuring clear knowledge and retention of key ideas, methods, and essay writing skills.</p>	<p>Revision sessions in preparation for Exam: Component 1 Exam: Component 2</p> <p>Revisiting key scenes from each of the films explored throughout the course and ensuring clear knowledge and retention of key ideas, methods, and essay writing skills.</p>
<p><i>Students learn how to:</i></p>	<p>Understand the process of film production.</p> <p>Analyse cinematography, sound, mise-en-scene and editing for meaning.</p> <p>Explain the purpose and effect of key elements in the creation of a specific look, style and aesthetic</p>	<p>Understand the underlying and contextual meaning surrounding the film.</p> <p>Analyse cinematography, sound, mise-en-scene and editing for meaning.</p> <p>Explain the purpose and effect of key elements in the creation of narrative</p>	<p>Understand the underlying and contextual meaning surrounding the film, as well as the construction of character through an analytical lens.</p> <p>Analyse cinematography, sound, mise-en-scene and editing for meaning.</p>	<p>Revise effectively.</p> <p>Answer potential exam questions using appropriate media terms and theory.</p>	<p>Revise effectively.</p> <p>Answer potential exam questions using appropriate media terms and theory.</p>	<p>Revise effectively.</p> <p>Answer potential exam questions using appropriate media terms and theory.</p>

	of the film.	and characterisation.	Explain the purpose and effect of key elements in the creation of representation and characterisation.		
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ASSESSMENT: Exams: Component 1 - Key Developments in US Film
 Section A - US film comparative study
 Section B - Key developments in film and film technology
 Section C - US independent film
 [70 marks] 35% of GCSE

Component 2 - Global Film: Narrative, Representation and Film Style
 Section A - one stepped question on one global English language film
 Section B - one stepped question on one global non-English language film
 Section C - one stepped question on one contemporary UK film.
 [70 marks] 35% of GCSE

Module assessments: Students are assessed on their use of key film language and application of analysis when exploring key films studied. Each unit will encompass its own internal assessment within classroom and supervised conditions.

Mock examinations: Students will undertake an internal exam in November and February as part of the scheduled mock exam process in preparation for the real exams in May and June.

KS5: GCE A LEVEL FILM STUDIES

Exam Board: WJEC/Eduqas

Assessment Objectives:

Component 1: Varieties of film and filmmaking [120 marks] 35%.

Component 2: Global filmmaking perspectives [100 marks] 35%.

Component 3: Production Coursework: [60 marks] 30%

Key Skills: Students need to develop analytical, critical thinking, creative and technical skills to construct and deconstruct print and audio-visual products to a very high standard. Enabling students to continue into the world of Media and Film Production or into Higher Education. Students will develop a detailed understanding of media language, and learn how to apply key media theories when deconstructing media products.

Developing creative awareness with a strong sense of design principles when creating media products. Film students also develop a critical understanding of a wide range of films and the role of the film industry, developing strong analytical skills and a detailed understanding of how producers, writers and directors communicate messages and influence society.

YEAR 12	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Hollywood (1930-1990) American Film (Since 2010) British Film (Since 1995)			Coursework	Coursework	Coursework
<i>Students study</i>	An exploration of spectatorship and ideological principles within mainstream and independent film. An exploration of key developments and a comparative study between key time periods surrounding two films. An exploration of narrative, context and representations within	An exploration of spectatorship and ideological principles within mainstream and independent film. An exploration of key developments and a comparative study between key time periods surrounding two films. An exploration of narrative, context and representations within	An exploration of spectatorship and ideological principles within mainstream and independent film. An exploration of key developments and a comparative study between key time periods surrounding two films. An exploration of narrative, context and representations within	Development of script writing skills and idea generation for short film of a specific genre. Planning, scripting, drafting and rewriting. Primary shooting of film and gradual editing.	Development of script writing skills and idea generation for short film of a specific genre. Planning, scripting, drafting and rewriting. Primary shooting of film and gradual editing.	Development of script writing skills and idea generation for short film of a specific genre. Planning, scripting, drafting and rewriting. Primary shooting of film and gradual editing.

	<p>British film and a comparative study between two differing approaches to production.</p> <p>Exploring the purpose and effect of key elements within film in order to communicate meaning encoded by the director and decoded by the spectator.</p> <p>To explore the realms of ideological meaning within films surrounding the time in which they were made and the extent to which these are communicated to an audience.</p> <p>Exploring the differences in production surrounding independent and mainstream film.</p> <p>To be able to analyse films for meaning and compare the methods used by directors, and spectators, in extracting these messages and meanings.</p>	<p>British film and a comparative study between two differing approaches to production.</p> <p>Exploring the purpose and effect of key elements within film in order to communicate meaning encoded by the director and decoded by the spectator.</p> <p>To explore the realms of ideological meaning within films surrounding the time in which they were made and the extent to which these are communicated to an audience.</p> <p>Exploring the differences in production surrounding independent and mainstream film.</p> <p>To be able to analyse films for meaning and compare the methods used by directors, and spectators, in extracting these messages and meanings.</p>	<p>British film and a comparative study between two differing approaches to production.</p> <p>Exploring the purpose and effect of key elements within film in order to communicate meaning encoded by the director and decoded by the spectator.</p> <p>To explore the realms of ideological meaning within films surrounding the time in which they were made and the extent to which these are communicated to an audience.</p> <p>Exploring the differences in production surrounding independent and mainstream film.</p> <p>To be able to analyse films for meaning and compare the methods used by directors, and spectators, in extracting these messages and meanings.</p>			
<i>Students learn how to:</i>	<p>Assess the features that impact an individual's response when exploring film.</p> <p>Identify, extract, interpret and analyse key elements of film form within key sequences of the films studied.</p> <p>Analyse and assess how films communicate</p>	<p>Assess the features that impact an individual's response when exploring film.</p> <p>Identify, extract, interpret and analyse key elements of film form within key sequences of the films studied.</p> <p>Analyse and assess</p>	<p>Assess the features that impact an individual's response when exploring film.</p> <p>Identify, extract, interpret and analyse key elements of film form within key sequences of the films studied.</p> <p>Analyse and assess</p>	<p>Create a high quality audio-visual production, using original camerawork, sound, mise-en-scene and editing.</p> <p>Edit audio-visual material using Premiere Pro.</p>	<p>Create a high quality audio-visual production, using original camerawork, sound, mise-en-scene and editing.</p> <p>Edit audio-visual material using Premiere Pro.</p>	<p>Create a high quality audio-visual production, using original camerawork, sound, mise-en-scene and editing.</p> <p>Edit audio-visual material using Premiere Pro.</p>

	<p>meaning to audiences.</p> <p>Dissect films for ideological meaning encoded through the production process.</p> <p>Explore the representation and characterisation of film content.</p>	<p>how films communicate meaning to audiences.</p> <p>Dissect films for ideological meaning encoded through the production process.</p> <p>Explore the representation and characterisation of film content.</p>	<p>how films communicate meaning to audiences.</p> <p>Dissect films for ideological meaning encoded through the production process.</p> <p>Explore the representation and characterisation of film content.</p>			
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ASSESSMENT:	Component 3: Coursework consisting of 30% GCE Module assessment: Students are assessed on their use of key media language and application of theory when analysing key media products.
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YEAR 13	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Documentary	Experimental Film	Silent Film	Global Film	Revision	Revision
<i>Students study</i>	<p>A study of key developments of film, focusing on documentary and differing approaches towards the genre.</p> <p>Multiple documentary styles and the approaches to capturing and communicating realism and truth to an audience.</p> <p>A set text and contextual study of 'Amy' by Asif Kapadia, alongside the work of two other documentary makers.</p> <p>An investigation into technological changes within the industry and the impact this has had on documentary styles and approaches.</p> <p>A study of key elements</p>	<p>A study of key developments of film, focusing on experimental film and differing approaches to communicating ideas.</p> <p>To explore the work of individual filmmakers and their choices of production, through an investigation of key elements: mise-en-scene, cinematography, editing and sound.</p> <p>To dissect a film for meaning and the choices a director may make within their work.</p> <p>To explore the meaning of an auteur and how this can be seen in the work of individual directors.</p>	<p>Strike (1925)</p> <p>Soviet montage editing</p> <p>Sergei Eisenstein and Kuleshov's montage theories.</p> <p>Russian Revolution and the influence of film as a propaganda tool.</p> <p>Communism and Marxist Theory vs Capitalism and bourgeoisie.</p> <p>How the key elements of cinematography and editing create meaning.</p> <p>How the film communicated meaning and promoted Stalinist ideals and cement revolutionary goals.</p>	<p>City of God - Brazilian film. & Life is Beautiful - Italian film</p> <p>The political, social and economic context of the film.</p> <p>Key elements of: Cinematography Sound Editing Mise-en-scene Performance How different narrative structures create meaning and emotional response.</p>	<p>Exam: Component 1</p> <p>Hollywood Film American Film British Film</p> <p>Exam: Component 2</p> <p>Global Film Silent Film Documentary Experimental Film</p>	<p>Exam: Component 1</p> <p>Hollywood Film American Film British Film</p> <p>Exam: Component 2</p> <p>Global Film Silent Film Documentary Experimental Film</p>

	of film form within the genre and the production process of communicating meaning to an audience.					
<i>Students learn how to:</i>	<p>Assess individual perception of approaches to documentary.</p> <p>Identify, extract, interpret and analyse key elements of film form within key sequences of the films studied.</p> <p>Analyse and assess how films communicate meaning to audiences.</p> <p>Dissect films for meaning and the approaches to the production and communication of realism.</p> <p>Understand how developments in technology have enabled documentaries to be accessible to all.</p>	<p>Assess the key elements of film for and the experimental nature of film.</p> <p>Identify, extract, interpret and analyse key elements of film form within key sequences of the films studied.</p> <p>Analyse and assess how films communicate meaning to audiences.</p> <p>Dissect films for creative choices and how this communicates meaning to audiences.</p> <p>Understand what is meant by an auteur.</p> <p>Explore how key elements can be indicative of an individual director's style or approach to making film.</p>	<p>Analyse how images are juxtaposed to create dramatic impact and to shock and awe audiences into an emotional response.</p> <p>Critically assess the importance and impact of directorial and editing decisions within a number of key scenes.</p> <p>Identify the importance of montage editing and understand the impact it had on audiences of the time it was created.</p>	<p>Analyse the importance of cinematography and directorial choices made in order to influence audience response.</p> <p>Analyse how sound is used to elicit meaning in key sequences from the film.</p> <p>Explore how narrative devices can change audience perception of time and place.</p> <p>Appreciate the importance of films in generating political and economic change in society.</p>	<p>Use effective revision techniques focused on answering potential questions in Components 1 & 2.</p> <p>Develop essay writing skills to a high level of analytical understanding.</p> <p>Write a well-structured and detailed essay under timed conditions.</p>	<p>Use effective revision techniques focused on answering potential questions in Components 1 & 2.</p> <p>Develop essay writing skills to a high level of analytical understanding.</p> <p>Write a well-structured and detailed essay under timed conditions.</p>

<p>ASSESSMENT: Exams: Component 1 - Varieties of film and filmmaking [120 marks] 35%.</p> <p>Section A - Hollywood 1930-1990 (comparative study)</p> <p>Section B - American film since 2005 /2012 (two-film study)</p> <p>Section C - British film since 1995 (two-film study)</p> <p>Component 2 - Global filmmaking perspectives [100 marks] 35%.</p> <p>Section A - Global Film</p> <p>Section B - Documentary Film</p> <p>Section C - Film movements – Silent cinema</p> <p>Section D - Film movements – Experimental film (1960-2001)</p>
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