



KS4 Curriculum Overview

Film Studies

Exam Board & Syllabus: Eduqas WJEC

Curriculum Intent

Eduqas GCSE specification provides a framework for the systematic study of a broad range of films as well as providing opportunities for creative work, an integral part of film study. Most of all, it offers the opportunity to explore a range of important ideas and emotions, reflect on art and technology and connect theory and creative practice in ways which are designed to provide an absorbing and motivating educational experience. It also aims to enable learners to apply critical approaches to film and apply knowledge and understanding of film through either filmmaking or screenwriting.

How does the KS4 curriculum build on that from KS3?

GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia.

What do students *do* with this knowledge or these skills?

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

How does the KS4 curriculum align to the National Curriculum?

At KS4 students deepen their understanding of how diverse film can be. They will build on personal and independent understanding and knowledge of films, their contexts, themes, morals and messages. This course also provides a coherent, engaging and culturally valuable course of study. The course provides opportunities for learners to extend their life-long learning and enjoyment of film.

What new knowledge or skills are students taught?

Term	Year 10	Year 11
Autumn	<p>Introduction to film Language: Including Cinematography, Mise en scene, Editing, Sound.</p> <p>Introduction to film theorists: Propp, Todorov, Strauss</p> <p>US Film Comparative Study: Rebel without a Cause (Ray, USA, 1955) and Ferris Bueller's Day Off (Hughes, USA, 1986) This comparative study enables learners to compare genre, narrative and context.</p> <ul style="list-style-type: none"> Each film will allow learners to study how genres develop and change, each film pair also deals with similar themes, arising from their genres: the triumph of good over evil, love and the triumph of love over adversity, crime and justice, teenage rebellion against all forms of authority and fear of the unfamiliar and 'alien'. Learners will also be able to explore how the same themes are treated in two different films from different historical periods. The two 'rebels without causes', who feature in Rebel without a Cause and Ferris Bueller's Day Off, challenge different kinds of authority 	<p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> Learners will be required to study one contemporary UK film (produced after 2010), Submarine (Ayoade, UK, 2010) Students will focus on the key elements of film form (cinematography, mise-en-scène, editing and sound); the contexts of film (social, cultural, historical, political, technological and institutional) including key aspects of the history of film and film technology.
Spring	<p>Key developments in film and film technology</p> <ul style="list-style-type: none"> Films will be studied in relation to key developments in film and film technology – both to provide a context for their study of film and to understand how their chosen films reflect key developments in the history of film and film technology. Learners will be required to gain a knowledge of the first moving images and silent film; the rise of Hollywood and the development of sound; the introduction of colour film; the emergence of widescreen technology and 3D film; the development of portable cameras and Steadicam technology; the role of computer-generated imagery in film. 	<p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> Learners will be required to study one global English language film, from a choice of three, produced outside the US The Babadook (Kent, 2014) a supernatural creature feature that deals with the theme of grief in an interesting and metaphorical way. Students will focus on the key elements of film form (cinematography, mise-en-scène, editing and sound); the contexts of film (social, cultural, historical, political, technological and institutional) including key aspects of the history of film and film technology.

	<p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> Learners will be required to study one global non-English language film, Tsotsi (Hood, South Africa, 2005) Students will focus on the key elements of film form (cinematography, mise-en-scène, editing and sound); the contexts of film (social, cultural, historical, political, technological and institutional) including key aspects of the history of film and film technology. <p>US independent film</p> <ul style="list-style-type: none"> Students will focus on specialist writing in Whiplash (Chazelle, 2014) As with all film options, the films offered for study are cinematic in contrasting ways and will allow learners to explore how films are shot and constructed. All core study areas will be studied in relation to US independent film with an additional focus on specialist writing on film, including film criticism. 	<p>NEA - Completion of NEA (30%)</p>
<p>Summer</p>	<p>NEA</p> <ul style="list-style-type: none"> Production is a crucial and synoptic part of the specification, giving learners the opportunity to put into practice the filmmaking ideas they develop throughout their course of study. The study of film form in particular is intended to enable learners to produce high quality short films and screenplays as well as provide them with a filmmaker's perspective on the films they study. Students will write an original screenplay, a shooting script, and an evaluation of their independent work. <p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> Learners will be required to study one global English language film, Rabbit-Proof Fence (Noyce, Australia, 2002) Students will focus on the key elements of film form (cinematography, mise-en-scène, editing and sound); the contexts of film (social, cultural, historical, political, technological and institutional) including key aspects of the history of film and film technology. 	<p>Revision for PPE</p> <p>Component 1: Key Developments in US Film</p> <p>Section A: US film comparative study (produced between 1930 and 1960) Section B: Key developments in film and film technology Section C: US independent film</p> <p>Component 2: Global Film: Narrative, Representation and Film Style</p> <p>Section A: one global English language film Section B: one global non-English language film Section C: one contemporary UK film.</p>
<p>Rationale for this sequencing</p>	<p>Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium.</p>	

Additional support at home

<p>Additional reading for enjoyment, enhancement and extension</p>	<ul style="list-style-type: none"> • Build your knowledge of the teen genre – use this list to identify your next movie night The 50 Best Teen Movies Movies Empire (empireonline.com) • 100 Best Movies of All Time That You Should Watch Immediately (timeout.com)
<p>Online resources to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • How to Make a Short Film - Online Filmmaking Course - FutureLearn • Eduqas Digital Educational Resources
<p>Workbooks & revision guides to practice, consolidate and revise</p>	<ul style="list-style-type: none"> • WJEC Eduqas GCSE Film Studies Student Book: Revised Edition - Illuminate Publishing