

Key Stage Four Curriculum Overview for Film Studies

Curriculum Intent and Rationale for Exam Boards (for examined subjects)

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 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 India.

What do students do with their acquired knowledge and 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. Students have the opportunity to learn about cultures outside of their own, thus gaining a broader perspective of the world around them.

How does the KS4 curriculum align to and go beyond 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 are students taught?

Term	Year 10	Year 11
Autumn	<p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> • 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. • Learners will be required to study one contemporary UK film (produced after 2010) , Attack the Block (Cornish, UK, 2011) – focus AESTHETICS • Learners will be required to study one global English language film, Slumdog Millionaire (Boyle, India, 2008) – focus NARRATIVE 	<p>US Film Comparative Study: Rear Window (Hitchcock, USA, 1954) and Witness (Weir, USA, 1985)</p> <p>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, gender roles, crime and justice, the Cold War and how this impacted America as well as the development of an anti-hero. • Learners will also be able to explore how the same themes are treated in two different films from different historical periods. <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
Spring	<p>Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> • 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. • Learners will be required to study one global non-English language film– focus REPRESENTATION • Tsotsi (Hood, South Africa, 2005) exploring how ideas around ethnicity, culture, gender and age groups are communicated to the viewer through the medium of film 	<p>US independent film</p> <ul style="list-style-type: none"> • Students will focus on specialist writing in Little Miss Sunshine (Dayton/Faris, USA, 2004) • 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>Complete NEA</p>
Summer	<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 section of a screenplay 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>30% of GCSE</p>	<p>Revision for GCSE</p> <p>Component 1: Key Developments in US Film</p> <p>Section A: US film comparative study (produced between 1930 and 1960)</p> <p>Section B: Key developments in film and film technology</p> <p>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</p> <p>Section B: one global non-English language film</p> <p>Section C: one contemporary UK film.</p>

How and where do students build knowledge through KS4?

Students build on prior learning throughout the course having ample opportunity to revisit and review material. No two films are the same however, the techniques used through the micro-elements of film, genre conventions and narrative theorists are constants while exploring film within the Eduqas course. Film Studies 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.