

## Curriculum Overview 2020-21

Year group: 11

Subject (include exam board if examination subject): Film Studies **Eduqas**

Periods per fortnight: 6

### INTENT:

Powerful knowledge in Film Studies starts from the understanding that everything presented in the Film is a construction. The KS4 Film Studies curriculum is designed to encourage students to become critical receivers of the Film and question the Film Studies texts they are faced with.

In Film Studies, students will have the opportunity to analyse a wide range of Media production sources ranging from Hollywood's classical era, modern Hollywood production, independently produced film, British cinema, global film in English and global film in languages other than English. This analysis is explored through the theoretical framework which includes production language, audience, representation and industry. The practical component of the curriculum involves research, planning and writing of a convincing screenplay utilising appropriate conventions and software.

Whilst the texts at KS4 have been set by the examination board, Eduqas, students will explore a wide range of unseen texts which have been carefully selected to explore a range of genres and Film production forms.

The course will provide students with a wide range of skills: resilience in the face of analysing unseen Film texts in examination conditions; evoke curiosity to discover more about the time periods and locations in which a Film was created; respecting the opinions of others whilst having the confidence to express their own; the ambition and integrity to create a Media product which presents fair and balanced representations.

### IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b>Component 1 Section A</b> Comparison of mainstream films Set texts:</p> <ul style="list-style-type: none"> <li>- Rebel Without A Cause, 1955</li> <li>- Ferris Beuller's Day Off, 1986</li> </ul> <p>Aspects of film:</p> <ul style="list-style-type: none"> <li>- Cinematography</li> <li>- Editing</li> <li>- Lighting</li> <li>- Sound</li> <li>- Mise-en-Scene</li> <li>- Narrative structure</li> </ul> <p>Students will study the set texts with a focus on</p> <ul style="list-style-type: none"> <li>- Production Language</li> <li>- Mise-en-Scene</li> <li>- Representation in different eras</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Analysing Film production</li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to source analyse unset Film</li> <li>- Discuss texts being studied.</li> <li>- Broaden knowledge of genre and context.</li> </ul>

	<ul style="list-style-type: none"> <li>- Analysing how representations are created in Films.</li> </ul> <p><b>Component 1 Section B</b> Independently produced film: <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>The Hurt Locker</i></li> </ul> <p>Students will study the set texts with a focus on</p> <ul style="list-style-type: none"> <li>- Production</li> <li>- Mise-en-Scene</li> <li>- National Identity</li> <li>- Context</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Understanding and analysing Film production</li> <li>- Analysing how representations are created in Films.</li> </ul> <p><u>Assessment</u></p> <p>Dec 2021 – Component 1 exam paper</p>		
Spring Term	<p><b>Component 3:</b> <b>Non-examined assessment</b> <i>NEA</i></p> <p>Students will complete researching, planning and producing their NEA for final hand in at February half term.</p> <p>New NEA briefs are released annually by EDUQAS.</p> <p>Students will need to:</p> <ul style="list-style-type: none"> <li>- Produce a 1000 word screenplay</li> <li>- Can be from a choice of genres</li> <li>- From the opening of a film</li> <li>- Or</li> <li>- Any part of the film that creates suspense and tension.</li> </ul> <p><b>Component 2</b> Revision: <i>Set Texts:</i></p> <ul style="list-style-type: none"> <li>- <i>Skyfall</i></li> <li>- <i>Slumdog Millionaire</i></li> <li>- <i>Tsotsi</i></li> </ul> <p>Students will study the set texts with a focus on:</p> <ul style="list-style-type: none"> <li>- Production</li> </ul>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> <li>- Annotating unseen texts</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to broaden film genre, era and production knowledge.</li> <li>- Discuss texts being studied.</li> </ul>

	<ul style="list-style-type: none"> <li>- Mise-en-Scene</li> <li>- National Identity</li> <li>- Context</li> <li>- Other films from the set text section</li> </ul> <p>Students will develop their skills in:</p> <ul style="list-style-type: none"> <li>- Understanding and analysing Film production</li> <li>- Analysing how representations are created in Films.</li> </ul> <p><u>Assessment:</u> Component 2 exam questions.</p>		
Summer Term	<p><b>Component 1 Revision</b></p> <p>Revision of set texts for End of Year Examination</p> <p><i>Component 1 Set Texts</i></p> <ul style="list-style-type: none"> <li>- <i>Rebel Without A Cause</i></li> <li>- <i>Ferris Beuller's Day Off</i></li> <li>- <i>The Hurt Locker</i></li> </ul> <p>Students will revise the set texts focusing on:</p> <ul style="list-style-type: none"> <li>- Production</li> <li>- Mise-en-Scene</li> <li>- National Identity</li> <li>- Context</li> </ul> <p><u>Assessment:</u> GCSE Exams</p>	<p><u>Homework:</u></p> <ul style="list-style-type: none"> <li>- Practice questions</li> <li>- Context research</li> <li>- Annotating set texts</li> <li>- Drafting NEA</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage students to broaden film genre, era and production knowledge.</li> <li>- Discuss texts being studied.</li> </ul>

## IMPACT:

Ongoing formative assessment in lessons will provide students with the opportunity to demonstrate their analysis of the set Film texts from different production eras, nations and contexts. Formative assessments will allow students to practice skills before the termly summative assessments at the end of each unit of study whilst also allowing teachers to address any misconceptions and areas of weakness. Summative assessments are designed in line with the Eduqas Film Studies specification to provide ample opportunities for students to familiarise themselves with examination style questions to ensure they are fully prepared for the GCSE examinations at the end of Year 11.