

Film Studies

Curriculum Intent: To nurture an already existing love of film. To explore a range of diverse and challenging films. To support the development of independent learning skills and behaviours. To provide pathways into higher education.

Year 12	Year 13
<p>Core knowledge: American Cinema:</p> <ul style="list-style-type: none"> Section A Casablanca (Curtiz USA 1942) & Bonnie and Clyde (Penn USA 1967). Section B Captain Fantastic (Ross USA 2015). <p>European Cinema:</p> <ul style="list-style-type: none"> Section A Trainspotting (Boyle UK 1996) & Fish Tank (Arnold UK 2009). Section B Pan's Labyrinth (del Toro Spain 2006). <p>Procedural knowledge (how to...): Explore film analytically, via the consideration of the filmmakers' use of sound, editing, cinematography, mise-en-scene and performance, along with narrative codes and conventions. Study of a range of film texts independently, within a shared context, broadening and deepening the experience of film. Explore how filmmakers construct meanings within their texts and how this can elicit differing responses from spectators and consider relevant contexts to do with the production of the film at the time of its production, and how the text can be interpreted by spectators / audiences now. Study independently, interpret and appreciate film in multiple ways and to arrive at independent interpretations, becoming confident autonomous learners. Read critically, analyse, evaluate, and undertake independent research. Write critically, analytically, discursively, and coherently. Develop the knowledge and skills needed for screenwriting. Develop the knowledge and skills needed for external examinations.</p> <p>Assessment: Baseline independent learning project ((sound in film)) in the first half-term to gauge level of knowledge, skills and learning behaviours. Baseline exam assessment (Captain Fantastic) to formatively assess academic progress / performance in the first half-term. January Assessment Week AS Paper 1 to track progress / performance and feedback formatively / advise on AS exam entry. Potential AS candidates sit AS Level Paper 1 and 2 Mock in March to determine entry / identify areas for development. AS candidates complete and submit their coursework portfolio in May. AS candidates sit Paper 1 and Paper 2 AS exams in May.</p>	<p>Core knowledge: Varieties of Film and Filmmaking:</p> <ul style="list-style-type: none"> Section A Casablanca (Curtiz USA 1942) & Bonnie and Clyde (Penn USA 1967). Section B Captain Fantastic (Ross USA 2015) & Nomadland (Zhao USA 2020). Section C Trainspotting (Boyle UK 1996) & Fish Tank (Arnold UK 2009). <p>Global Filmmaking Perspectives:</p> <ul style="list-style-type: none"> Section A Pan's Labyrinth (del Toro Spain 2006) & City of God (Mereilles Brazil 2002) Section B Amy (Kapadia UK 2015) Section C Sunrise (Murnau USA 1927) Section D Memento (Nolan USA 2000) <p>Coursework: Production</p> <ul style="list-style-type: none"> The Short Film NEA – Screenplay or Film, Digital Storyboard and an Evaluative Analysis <p>Procedural knowledge (how to...): Deepen the skill set already embedded in Y12 via the study of new genres, modes, and contexts: global filmmaking, documentary, silent cinema, and experimental film. Construct a coursework portfolio: independently create a short film and to produce this either via the medium of Screenwriting or Film; produce an accompanying digital story board and produce an evaluative analysis.</p> <p>Assessment: NEA (coursework) Short Film Production (30% of final award) in December.</p> <p>February Controlled Conditions Exam Week Paper 1 to track progress / performance and feedback formatively to advise on A Level exam skills. March Assessment Week Paper 2 to track progress / performance and feedback formatively to advise on A Level exam skills.</p> <p>Ongoing 'lower stakes' exam practice opportunities in class and at home. A Level candidates sit Paper 1 and Paper 2 A Level exams in June.</p> <p>Homework: Weekly teacher set tasks by both teachers, via Satchel:One, linking to the week's learning: these typically include reading / research; exam practice opportunities; knowledge retention, retrieval, and extension opportunities; knowledge organisation opportunities.</p>

All other learners complete an internal exam in during the June Exam Week: a paper that comprises two A Level tasks.

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Links to careers and personal development include:

With its focus on the study of this vital medium of communication, in a dynamic field of the economy that will only continue to grow over the next two decades, Advanced Level Film Studies prepares learners for careers ranging from Film Production, Film Post-Production and Marketing to Journalism, Broadcasting Publishing, Education and beyond.

Personal development: this curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience, and knowledge; preparing learners for future success; social and cultural development.

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