Film Studies (Eduquas)  Year 12  Knowledge (facts, information, concepts and key terminology)  • a diverse rar • the significar • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle Introduction t Paper 1, Section A: Glol Study areas cinematograph various different • apply critical • apply knowle • a diverse rar • the significar • film and its k • how films ge • film as an ae • the different • apply critical • apply critical • apply knowle • a diverse rar • the significar • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle • addiverse rar • the significan • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle • Barchard • apply critical • apply knowle • Barchard • apply critical • apply knowle • addiverse rar • the significan • how films ge • film as an ae • the different • apply knowle • addiverse rar • the significan • how films ge • film as an ae • the different • apply knowle • apply knowle • apply critical • apply knowle • a	nims to enable students to demonstrate knowledinge of film, including documentary, film from the since of film and film practice in national, global a key contexts (including social, cultural, political, enerate meanings and responses esthetic medium it ways in which spectators respond to film. It approaches to film ledge and understanding of film through either for Film Form ZFR & BSN ion B: American film since 2005 BSN Paper 2, obal film ZFR (September – December)  DN: Students will be introduced to the core of film form including: media language, only and aesthetics. Students will engage with ent films and become confident applying new Both teachers will introduce the film texts and thing of film form, meaning and response and	e silent era, experimental film and short film and historical contexts historical and technological contexts)	Non-Examination Assessment (NEA, June – July)  This component assesses one production and its evaluative analysis. Students produce:  • either a short film (4-5 minutes) or a screenplay for a short film
Film Studies (Eduquas)  Year 12  Knowledge (facts, information, concepts and key terminology)  • a diverse rar • the significar • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle • apply critical • apply critical • apply knowle • The different • apply critical • apply knowle • The different • apply critical • apply knowle • The different • apply critical • apply knowled • apply critical • apply criti	nge of film, including documentary, film from the ince of film and film practice in national, global a key contexts (including social, cultural, political, enerate meanings and responses esthetic medium at ways in which spectators respond to film. It ways in which spectators respond to film through either for Film Form ZFR & BSN ion B: American film since 2005 BSN Paper 2, which is a special film ZFR (September – December)  DN: Students will be introduced to the core of film form including: media language, why and aesthetics. Students will engage with ent films and become confident applying new Both teachers will introduce the film texts and	e silent era, experimental film and short film and historical contexts historical and technological contexts)  filmmaking or screenwriting.  Paper 1, Section C: British film since 1995 BSN Paper 2, Section B: Documentary film –ZFR (January – May)  Students will continue to focus on core study areas when approaching new film texts, film texts and focus on teaching of film form, meaning and response and contexts. Additionally,	This component assesses one production and its evaluative analysis. Students produce: • either a short film (4-5 minutes) or a screenplay for a short film
Film Studies (Eduquas)  Year 12  Knowledge (facts, information, concepts and key terminology)  • the significar • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle Introduction t Paper 1, Section A: Glol Study areas cinematograph various different • apply critical • apply knowle • apply knowle • triminology in the significan • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle • apply critical • apply critical • apply knowle • the significan • film and its k • how films ge • film as an ae • the different • apply critical • apply knowle  Introduction t Paper 1, Section Section A: Glol	key contexts (including social, cultural, political, enerate meanings and responses esthetic medium it ways in which spectators respond to film. It ways in which spectators respond to film through either for Film Form ZFR & BSN in B: American film since 2005 BSN Paper 2, which is a special film ZFR (September – December)  DN: Students will be introduced to the core of film form including: media language, why and aesthetics. Students will engage with ent films and become confident applying new Both teachers will introduce the film texts and	illmmaking or screenwriting.  Paper 1, Section C: British film since 1995 BSN Paper 2, Section B: Documentary film –ZFR (January – May)  Students will continue to focus on core study areas when approaching new film texts, film texts and focus on teaching of film form, meaning and response and contexts. Additionally,	This component assesses one production and its evaluative analysis. Students produce: • either a short film (4-5 minutes) or a screenplay for a short film
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concepts and key various different terminology)	by and aesthetics. Students will engage with ent films and become confident applying new Both teachers will introduce the film texts and	film form, meaning and response and contexts. Additionally,	• either a short film (4-5 minutes) or a screenplay for a short film
concepts and key various different terminology)	ent films and become confident applying new Both teachers will introduce the film texts and		· · · · · · · · · · · · · · · · · · ·
terminology) terminology. E	Both teachers will introduce the film texts and	some units have specialist approaches to cover.	
reminionosa, i a			(1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay
Tocus on teach			an evaluative analysis (1600 - 1800 words).
contaxts Ac	dditionally, some units have specialist	·	all evaluative alialysis (1000 - 1000 words).
approaches to	•		
	eas: The key elements of film form:	Students will cover the core study areas as well as:	This unit for work students will watch a body of short films or
· · · · · · · · · · · · · · · · · · ·	phy, mise-en-scène, editing, sound and	Specialist topics:	professional screenplays from which to draw inspiration.
	: Meaning and response: how film functions as	Narrative: Narrative structure requires consideration of the	Research and planning to take place before NEA production to begin
,	m of representation and as an aesthetic	whole film, most obviously in the way a story is told through plot;	over the Summer and into Year 13
•	contexts of film: social, cultural, political,	Ideology: exploring what ideologies are conveyed by a film as	over the summer and mes rear 15
	institutional, including production.	well as those which inform it; Critical Debates: The realist and the	
	pics - Spectatorship: identifying a particular	expressive	
	tion; Ideology: exploring what ideologies are	Film Makers Theories: Students will apply various theories to a	
· .	a film as well as those which inform it	documentary	
Skills AO1: Demonst	AO1: Demonstrate knowledge and understanding of elements of film		AO3 : Apply knowledge and understanding of elements of film to the
(successful application of AO2: Apply kn	AO2: Apply knowledge and understanding of elements of film to:		production of a film or screenplay. The table below shows the
knowledge and understanding • analyse and	analyse and compare films, including through the use of critical approaches		weighting of each assessment objective for each component and for
·	<ul> <li>evaluate the significance of critical approaches</li> <li>analyse and evaluate own work in relation to other professionally produced work</li> </ul>		the qualification as a whole.
analyse and			
	Teor each class teacher, students will	AT3 (February) For each class teacher, students will complete a	No formal assessment in NEA as planning and preparation
• • • • • • • • • • • • • • • • • • • •	uestion based on ONE film and ONE scene.	question based on ONE film from each unit. The focus will be on	continue.
	be on the core study areas.	the core study areas.	
	per) For each class teacher, students will	EoY Exam (May) First Mocks	
	ssay based on the 2 films studied for each	Students will complete an adapted mock for paper 1 and paper	
section.		2 focusing only on the content delivered. Paper 1 Section B:	
		American film since 2005; Section C: British film since 1995 Paper	
		<b>2</b> Section A: Global film; Section B: Documentary Film	
By the end of the year, students on course for at	nt least a grade B will	<u>2</u> Section A: Global film; Section B: Documentary Film	

- Write well-developed essays which demonstrate good knowledge of the set texts
- Effectively apply appropriate media terminology
- Offer good analysis of how meanings are created through film form
- Explore relevant contexts applicable to each film text
- Demonstrate clear understanding of specialist areas and use them in their responses
- Demonstrate good use of technology in production work