

Broomfield School Curriculum Overview Year 10 – Film Studies (GCSE -WJEC-Eduqas)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Introduction to Media Language Introduction to micro and macro elements of Media Studies inc. camera angles, sound, mise-en-scene, editing, representation, audience, genre. Summative assessments via film poster deconstruction using media language, spelling tests. Various analyses of media texts ensuring that media language is used correctly and developing analytical language and skills.</p> <p>Units to study:</p> <p>Unit 1: Posters (Media Language and Audience) Unit 2: Trailers (Industry, Media Language) Unit 3: Magazines (Representations, Audience) Unit 4: Video Games (Media Language, Audience, Industry, Representation)</p>	<ul style="list-style-type: none"> ● Watching recent film trailers and completing independent analysis of them. ● Engaging in any media content (films, tv shows, radio, etc.) ● Extended reading of the work of media theorists.
Half Term 2 (Nov-Dec)	<p>Component 2: Global Film: Narrative, Representation and Film Style Narrative (structural element of film form) Global English language film will focus additionally on narrative <i>Slumdog Millionaire (Boyle, UK, 2008), 15</i></p> <ul style="list-style-type: none"> - 1. Key elements of film form (cinematography, mise-en-scène, editing and sound) - 2. The contexts of film (social, cultural, historical, political, and institutional), - the distinction between plot and story - the role of the screenplay in conveying plot and its realisation in visual terms - cause and effect as a structural principle of narrative - narrative techniques including ellipsis and withholding/releasing - narrative conventions in screenwriting including three act structure, plot points, inciting incident and climax - an interpretation of the narrative - the role of character and character function in narrative - how all of the above bullet points contribute to narrative development - the themes and issues raised by narrative 	<ul style="list-style-type: none"> ● Complete independent work on breaking down text into use of codes and conventions, considering how meaning is created and the purpose/effect on the audience. ● Go beyond their comfort zone to broaden understanding of genre, representation, narrative, institution and media language. ● An excellent list with some great screenshots but also provides some ideas ● regarding possible films to use: ● http://www.tasteofcinema.com/2014/15-great-films-with-distinctive-visual-style/ ●

	<ul style="list-style-type: none"> - how narrative generates spectator responses. - 	
Half Term 3 (Jan-Feb)	<p>Component 2: Global Film: Narrative, Representation and Film Style Representation of people and ideas</p> <p>Tsotsi (South Africa) 15</p> <ul style="list-style-type: none"> - how films can be used – artistically (the aesthetic qualities of film) and as a way of communicating ideas and issues (representation) - explore how their chosen films represent, and thus offer particular perspectives on, gender, ethnicity, age and different cultures. 	<ul style="list-style-type: none"> ● Engaging with articles and film reviews ● Research how technology in films has evolved. ● Read Scripts and attempt to write their own ● Create a storyboard on a film that they choose
Half Term 4 (Feb-Mar)	<p>Component 2: Global Film: Narrative, Representation and Film Style</p> <p>Contemporary UK films (produced since 2010)</p> <p>Film style – the aesthetic qualities of film:</p> <p><i>Skyfall (Mendes, UK, 2012), 12</i></p> <ul style="list-style-type: none"> - In exploring the aesthetic qualities of film, pupils may consider, for example, individual shots, their composition and mise-en-scène in general. In some cases, these elements are used throughout a film and create a distinctive 'look' or style. Whether aesthetic effects are momentary or whether there is a distinct aesthetic look to a whole film, pupils will be considering where the 'spectacle' of film engages spectators more than a film's narrative. - Pupils will need to develop knowledge and understanding of: <ul style="list-style-type: none"> - the aesthetic qualities of film - their significance - how filmmakers create aesthetic effects through specific film sequences. 	<ul style="list-style-type: none"> ● BFI Reuben Library: The library at BFI Southbank is available to everyone, free of charge. It contains a huge collection of books, journals and digitised material about the world of film, television and the moving image. ● Excellent overview of narrative theory: ● http://www.bbc.co.uk/education/guides/zqdhrdm/revision/3 ●
Half Term 5 (Apr-May)	<p>Component 2: Global Film: Narrative, Representation and Film Style</p> <ul style="list-style-type: none"> - Revision of Component Two - Mock Exam - Research a range of films in order to solidify knowledge. - Create a portfolio which may supplement this by researching additional genre films and their screenplays in preparation for their production. 	<ul style="list-style-type: none"> ● Watch films from different countries and read film reviews. ● A very useful video essay on the representation of women in film: ● https://www.youtube.com/watch?v=NMjL-w57BGo ● An interesting starting point for discussion; if gender roles in films were swapped: ● https://www.youtube.com/watch?v=Z6UUAE2CXXM ● Great overview of representation of ethnicity: ● http://www.bbc.co.uk/education/guides/zwp39q/revision

**Half Term
6
(Jun-Jul)**

**Component 3: Production
Non-exam assessment
30% of qualification**

Pupils choose the brief that they would like to attempt.

- Research and planning tasks
- Analysing existing products.
- Drafts/plans

Summer homework: examples of genre films and their conventions which could inform their production

work (examples of genre films are available for study in the options set for all six films pupils study)

- character(s) and narrative ideas for their genre-based extract
- examples of cinematography, mise-en-scène, editing and sound which could inform their production
- effective screenplay techniques (for the screenplay option in particular)
- examples of shooting scripts (if taking the screenplay option).

Production brief (first assessment, Summer 2023; last assessment, Summer 2026)

EITHER

(i) a film extract from one of the following genres of film:

- science fiction
- romance
- horror
- the teenage film
- action

The extract must take the form of one of the following two options:

- the opening of the film or
- an extract from any part of the film which introduces a character.

The extract must be between 2 minutes and 2 minutes 30 seconds.

OR

(ii) a screenplay extract from one of the following genres of film:

- science fiction
- romance
- horror
- the teenage film
- action

The extract must take the form of one of the following two options:

- the opening of the film or
- an extract from any part of the film which introduces a character.

The extract must be between 800 and 1000 words. It must be accompanied by a

- Using youtube to access advanced photography and Photoshop techniques.
- Use free screenwriting tools to attempt their own script.
- WJEC Eduqas GCSE Film Studies Series
- Excellent overview of narrative theory:
- <http://www.bbc.co.uk/education/guides/zqdhrdm/revision/3>
- There are many videos on YouTube which apply a film to a specific narrative theory.
- Video of genres with examples:
- https://www.youtube.com/watch?v=FiUIPK4V_40

	<p>shooting script of a key section from the screenplay (approximately 1 minute of screen time, corresponding to approximately one page of screenplay).</p> <p>Evaluative analysis</p> <p>Learners must complete an evaluative analysis of their production of between 750 and 850 words. This will include reference to:</p> <ul style="list-style-type: none"> • the aims of the genre film extract (the chosen genre of the production, its main audience) • an indication of how key aspects from approximately three genre films have influenced the production (which may include genre films studied during the course) • an analysis of the production in relation to comparable, professionally-produced genre films. <p>The evaluative analysis must be mainly in the form of extended writing (which may include sub-headings and some bullet points). Learners are advised to word-process the work, which may be illustrated with screen shots or screenplay extracts. In the case of screenplay extracts used to illustrate the evaluative analysis, these are excluded from the word limit of 750-850 words.</p>	
--	--	--

Examples of Home Learning Tasks	<ul style="list-style-type: none"> - Research of a range of Film genres and analyse them - Annotate scripts, shooting orders and film extracts - Exam Practice Questions
Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> - A mini mock question is given to students at the end of each topic. Done in exam conditions with the use of peer and self-assessment against the marking criteria - Full mock papers are done in class and marked using Eduqas 1-9 criteria. - Feedback given to students on how to improve. - Knowledge organisers
Equipment that Students Need	<ul style="list-style-type: none"> ● Orange books and card wallet. ● Chromebooks are being used in class in order to promote independence.

Parent / Carers can help their child by:	<ul style="list-style-type: none"> ● Discuss the media and its influence on society with your son or daughter. Discuss key issues and ideas evident in the news, in magazines and in on-line articles. ● There are often extension activities as part of your son's or daughter's set homework projects, or ambitious ways of approaching their individual projects. Ask your son or daughter to share how they intend to challenge themselves! ● Watch films related to key themes of media exploration and discuss the ideas explored.
---	---

	<ul style="list-style-type: none"> • Visit places of interest to support study of concepts: local newspaper offices; Warner Brothers Studios; National Science and Media Museum. • Encourage your son or daughter to become involved in amateur theatre production to complete technical work such as filming, sound and lighting.
Useful Websites	<p>www.mediaknowall.com</p> <p>www.theory.org.uk</p> <p>Broomfield Media Website</p> <p>https://sites.google.com/broomfield.enfield.sch.uk/media-revision-site/home</p>
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Film Club • Media Club • Middlesex University Collaboration • Media Literacy in KS3

Who Can I Contact?	Head of Media & Film Studies	Miss Bampanatsa
	Teachers of Year 10 Media	Miss Kirdagli Miss Flores-Medrano

Broomfield School Curriculum Overview Year 11 – Film Studies (GCSE WJEC-Eduqas)



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Component 3: Production Non-exam assessment 30% of qualification</p> <ul style="list-style-type: none"> • All coursework needs to be completed and submitted in Google Classroom ready to be marked. • Although pre-production research is not required initially, Eduqas could request this for moderation. 	<p>Filmmaking activities for children and young people</p> <p>https://www.bfi.org.uk/filmmaking-activities-children-young-people</p>

	Coursework folders to be prepared. Coursework Moderation	
Half Term 2 (Nov-Dec)	<p>Component 1: Key Developments in US Film US mainstream films for a comparative study:</p> <ul style="list-style-type: none"> • Singin' in the Rain (Donen & Kelly, USA, 1952), U and Grease (Kleiser, USA, 1978), PG <ul style="list-style-type: none"> - Conventions of genre - issues surrounding identity, the triumph of good over evil, love and the triumph of love over adversity - Look back on earlier historical periods - Audience - the rise of Hollywood and the development of sound - the introduction of colour film - the development of portable cameras and Steadicam technology - the emergence of widescreen technology and 3D film 	<ul style="list-style-type: none"> • Use of colour in storytelling: • https://www.youtube.com/watch?v=aXgFcNUWqX0 • Further resources on Singin' in the Rain • http://www.empireonline.com/movies/empire-essay-singin-rain/review/ • http://www.filmsite.org/sing.html • http://www.shmoop.com/singin-in-the-rain/genre.html • http://digitalcommons.colby.edu/cgi/viewcontent.cgi?article=3303&context=cq • http://bit.ly/2rymzRK • http://bit.ly/2qHAPo7
Half Term 3 (Jan-Feb)	<p>Component 1: Key Developments in US Film US independent film - focus on specialist writing on film</p> <p><i>The Hate U Give (Tillman Jr. USA, 2018), 12</i></p> <ul style="list-style-type: none"> - explore contextual themes of racism and social difference - study three main sources of specialist writing on film, including film criticism, in relation to this topic: - one source on cinematography - one source on US independent film - one film review (one review will be set on each of the five independent films set by WJEC). 	<p>Film Education http://www.filmeducation.org/resources/secondary/</p> <p>The Hate U Give review – articulate drama about America's racial strife</p> <p>https://www.theguardian.com/film/2018/oct/28/the-hate-u-give-review-articulate-mainstream-drama-about-america-racial-strife</p> <p>'The Hate U Give' – A true reflection of the realities of police violence?</p> <p>https://thegsaljournal.com/2020/05/19/the-hate-u-give-a-true-reflection-of-the-realities-of-police-violence/</p>
Half Term 4 (Feb-Mar)	Revision on all set texts from Component One	
Half Term 5 (Apr-May)	Revision on all set texts from Component Two	
Half Term 6 (Jun-Jul)	EXAMS	

Examples of Home Learning Tasks	<ul style="list-style-type: none"> - Research of a range of Film genres and analyse them - Annotate scripts, shooting orders and film extracts - Exam Practice Questions
Assessment Tasks, Methods & Frequency	<p>Production of coursework. Ensure Statement of Intent fits final production. Cover sheets completed.</p> <ul style="list-style-type: none"> • Case study of various US mainstream and Independent Films • Mini mock questions given to students in exam conditions with the use of peer and self-assessment against the marking criteria.

	<ul style="list-style-type: none"> ● Booklets with set texts and worksheets are given to students to use in and outside of the classroom. ● Full mock papers are done in class and marked using Eduqas 1-9 criteria. Feedback given to students on how to improve.
Equipment that Students Need	<ul style="list-style-type: none"> ● Orange books and card wallet. ● Chromebooks are being used in class in order to promote independence.

Parent / Carers can help their child by:	<ul style="list-style-type: none"> ● Discuss the media and its influence on society with your son or daughter. Discuss key issues and ideas evident in the news, in magazines and in on-line articles. ● There are often extension activities as part of your son's or daughter's set homework projects, or ambitious ways of approaching their individual projects. Ask your son or daughter to share how they intend to challenge themselves! ● Watch films related to key themes of media exploration and discuss the ideas explored. ● Visit places of interest to support study of concepts: local newspaper offices; Warner Brothers Studios; National Science and Media Museum. ● Encourage your son or daughter to become involved in amateur theatre production to complete technical work such as filming, sound and lighting.
Useful Websites	<p>www.mediaknowall.com</p> <p>www.theory.org.uk</p> <p><i>Broomfield Media Website</i></p> <p>https://sites.google.com/broomfield.enfield.sch.uk/media-revision-site/home</p>
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> ● Film Club ● Media Club ● Middlesex University Collaboration ● Media Literacy in KS3 ● Revision Sessions after school

Who Can I Contact?	Head of Media & Film Studies	Miss Bampanatsa
	Teachers of Year 11 Media	Miss Kirdagli Miss Flores-Medrano