

Year 9 Film Studies

Subject Title	GCSE Film Studies (Two year course taught over one year)
Exam board	Edquas/WJEC
Specification code	0889
Entry Level	All pupils sit the same papers
Exam details	<p>Component 1 – Key Developments in US Film: 3 section exam paper, lasting 90 minutes, films from within the US canon since 1920.</p> <p>Component 2 – Global Film, Narrative, Representation, Style: 3 section exam paper, lasting 90 minutes, global cinema.</p> <p>Component 3 - NEA assessment: Original screenplay and evaluation</p>
Setting arrangements	Students are selected from a more able cohort in Year 8 and offered the chance to pursue an additional qualification in Year 9. Cohort is then divided into left side/right side for teaching groups.
Time allowed	4 lessons per fortnight – after school double lessons
Textbooks and revision guides	<p>No text books are required as part of the course but students may wish to use WJEC/Edquas Film Studies by Jackie Newman (Illuminate Publishing, 2017)</p> <p>The exam board are yet to release a revision guide suitable for the current specification (first awarded in 2019)</p>
Homework information	<ul style="list-style-type: none"> - One long or two shorter pieces totalling up to approximately 60 minutes per week. - From the launch of the NEA in November, homework will be centred around research and production of an original screenplay supported by online resources.

Term	Topics	Skills	Assessment
1 – TEACHER A (Component 1)	Introduction to Film Language Development in Mainstream Genre films - Ferris Bueller’s Day Off and Rebel Without A Cause (teen genre)	Students will learn the necessary vocabulary to discuss and analyse cinema, then be asked to apply this to their studies. Students will be required to apply knowledge of social, political, historical and cultural contexts (1950s vs 1980s USA) to understand the narrative of the films. Students will need to apply genre criteria to evaluate how the teen genre has changed. Students will need to compare the developments in cinema between the two films.	End of term in class assessment – 2 x 15 mark stepped questions, one per each film
1 – TEACHER B (Component 2)	Introduction to Film Language Global English Language Cinema (Slumdog Millionaire) Global Non English Language Cinema (Spirited Away)	Students will learn the necessary vocabulary to discuss and analyse cinema, then be asked to apply this to their studies. Students will be required to apply knowledge of social, political, historical and cultural contexts (21 st Century India/Colonialism) to analyse the narrative of ‘Slumdog Millionaire’ within the context of the film. They will also analyse the representations of characters in ‘Spirited Away’ whilst applying key film language. They will also develop an understanding of societal/cultural context including the westernisation of Japan and environmentalism in the early 21 st century.	End of term in class assessment – 2 x 15 mark stepped questions, one per each film
2 – TEACHER A (Component 1)	NEA Evaluation Juno and independent US cinema History of US cinema	Students will continue their study of representations, considering how issues such as gender, age and ethnicity are represented in independent cinema. They will also read a piece of critical material/specialist writing (film review of ‘Juno’) and use this to evaluate the film in light of a statement. They will also	First draft of NEA screenplay will be used to inform assessment. Mock exam during Y10 Mock Week – two papers will be released based on the films students have studied in term 1/2. This will include a longer form essay response for either Juno or Ferris Bueller/Rebel without a Cause.

		develop a contextual understanding of the social/cultural significance of teen pregnancy in the USA. Students will also have to develop recall skills as they will be given a set text of information (provided by Edquas, distributed in lessons) concerning key developments in US cinema.	
2 – TEACHER B (Component 2)	NEA Evaluation Skyfall and developments in contemporary British Cinema	Students will be required to use film language and key terminology to discuss the aesthetic of the film, including elements of film form (cinematography, mise-en-scene etc...) and how this are influenced by genre.	First draft of NEA screenplay will be used to inform assessment. Mock exam during Y10 Mock Week – two papers will be released based on the films students have studied in term 1/2. This will include a longer form essay response for either Juno or Ferris Bueller/Rebel without a Cause.
3 – TEACHER A (Component 1)	Revision and exam practice: this term is typically shorter due to the exam.	Revision/recall skills will be in focus; students will be provided with revision booklets. Exam skills will include producing timed responses, imbedding film language into responses and citing relevant examples.	External assessment
3 – TEACHER B (Component 2)	Revision and exam practice: this term is typically shorter due to the exam.	Revision/recall skills will be in focus; students will be provided with revision booklets. Exam skills will include producing timed responses, imbedding film language into responses and citing relevant examples.	External assessment
Links to websites and revision materials:		<p>A full list of the required relevant film language terminology can be found on page 11 on the Specification (https://www.eduqas.co.uk/media/sjyhrqeu/eduqas-gcse-film-studies-spec-from-2017-e.pdf)</p> <p>Website with resources to support - https://sheldonfilmstudies.wordpress.com/</p> <p>WJEC Fact sheets for each component: https://resources.wjec.co.uk/pages/ResourceByArgs?subId=50</p> <p>Students will need to have a detailed knowledge of: Ferris Bueller’s Day Off (Dir. Hughes, 1985) Rebel Without A Cause (Dir. Ray, 1955) Juno (Dir. Reitman, 2008) Slumdog Millionaire (Dir. Boyle, 2008) Spirited Away (Dir. Miyazaki, 2001) (<i>English Language version</i>) Skyfall (Dir. Mendes, 2012) <i>All films are available to stream either via Netflix,</i></p>	

	<p><i>AmazonPrime or NOWTV. Alternatively, some films available on ClickView.</i></p>
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