



# **Teddington Sixth Form**

## **A Level Film Studies**

**Course Details & Transition Tasks**  
**2020-2022**

## **A level Film Studies**

### **Exam Board: Eduqas**

#### **Year 1 - Film Studies (Year 12)**

This booklet is designed to give you all the information you need before starting the Film Studies course. Your course will consist of three components:

#### **Component 1: American Film (1 ½ hour written exam: 35% of qualification)**

Key information:

- There are two sections to the exam, each requiring you to write an essay-style response to one of a selection of unseen questions. These sections are broadly categorised as: Hollywood 1930-1990 and American Independent Film.
- **SECTION A: Hollywood 1930-1990.** You will examine two film texts, comparing how context is reflected through micro features and macro features. Each film will be a 'classic' from the history of American film.
- **SECTION B: American Independent film.** You will look at a contemporary example of American independent cinema as a way of considering spectatorship and the impact of micro features on the responses an audience may have to film. Questions in the exam will link to the differing audience responses that may occur in one or more scenes and will require an application of spectatorship theories.

#### **Component 2: European Film (1 ½ hour written exam: 35% of qualification)**

Key information:

- There are two sections to the exam, each requiring you to write an essay-style response to one of a selection of unseen questions. These sections are broadly categorised as: British Film (two film study) and Non-English Language European Film.
- **SECTION A: British Film (two film study).** You will examine two film texts, each being a critically-acclaimed British film from the past 20 years. Narrative will be the primary focus of this question, and will require the analysis of narrative structure and narrative devices.
- **SECTION B: Non-English Language European Film.** This section explores a film with a distinctive European context and theme, reflecting both its director and its country of origin. All of the core areas of study will be considered in relation to this film (context, key elements of film form, and meaning and response).

#### **Component 3: Production (Non-Examined Assessment: 30% of qualification)**

Key information:

- There are two coursework tasks that will be undertaken: a 2,500 word screenplay for a short film of your own creation and a photo storyboard for a key section of this screenplay.
- The screenplay task requires you to focus on narrative construction. You will be taught the conventions of a screenplay as part of this process.
- The storyboard task requires you to visualise a section of this film sequence and create meaning through your own practical application of micro features. This task will enable you to showcase the understanding you have developed in the screenplay exercise and use digital storyboarding conventions.

## Year 2 - A Level Film Studies (Year 13)

Your second year will consist of the same three units, but with the following additions:

### Component 1: American Film

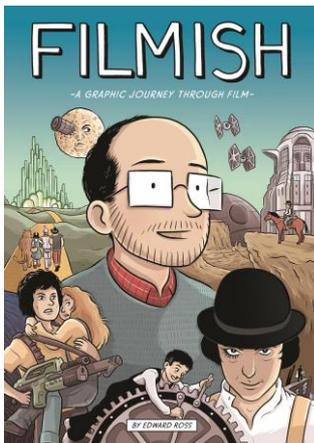
- SECTION A: Hollywood 1930-1990. A consideration for the auteur theory will also form part of your film analysis.
- SECTION B: American Independent film. You will study 2 additional films from the year 2000 to present day, focusing on spectatorship.
- \*NEW\* SECTION C: Documentary. You will study one documentary film in depth and focus on the debates that arise from it.

### Component 2: Global Film

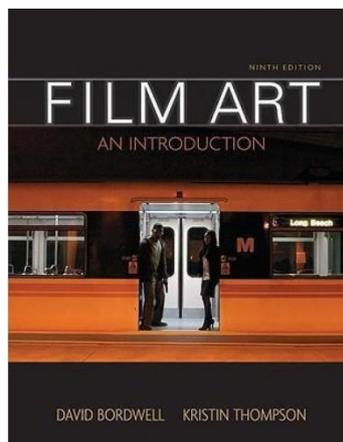
- SECTION A: British Film (two film study). A consideration for ideology will also form part of your film analysis.
- SECTION B: Non-English Language Film. You will study an additional film taken from a non-European country and compare the aesthetic of both texts.
- \*NEW\* SECTION C: Silent Cinema. You will study the work of one silent director in relation to the core study areas (context, key elements of film form, and meaning and response).
- \*NEW: SECTION D: The Avant Garde and Postmodernism. You will produce an in-depth study of one film, in relation to the core study areas (context, key elements of film form, and meaning and response).

Further information on course content, including sample exam papers, can be accessed via the Eduqas website: <http://www.eduqas.co.uk/qualifications/film-studies/as-a-level/>

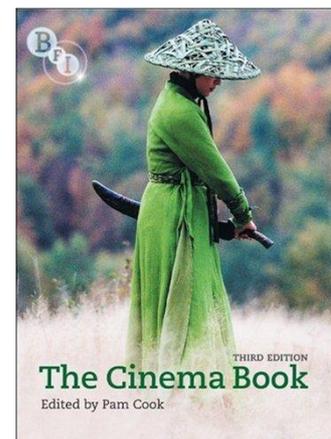
Essential Wider Reading (particularly for students wanting to study the subject at university):



*Filmish*  
Edward Ross



*Film Art: An Introduction*  
Bordwell & Thompson



*The Cinema Book*  
Pam Cook

## Transition Tasks

This booklet contains a selection of tasks that need to be completed in order to prepare yourself for the A Level Film Studies course. Each of the tasks relates to a different area of the course and will provide some important background information for each unit.

### Task 1: Key Terms Definitions

Here is a list of key terms you will be using throughout the course. Can you research the definition to each and produce a personal glossary?

*micro elements*

*soundscape*

*ideology*

*establishing shot*

*high angle shot*

*transition*

*narrative*

*mise-en-scene*

*diegetic sound*

*representation*

*close-up*

*low angle shot*

*post-production*

*connotation*

*cinematography*

*non-diegetic sound*

*conventions*

*mid-shot*

*tracking shot*

*cut*

*macro elements*

### Task 2: Analysing a favourite scene

The various micro-elements fit into four categories: mise-en-scene, cinematography, editing and sound.

Re-watch a scene from one of your favourite films.

Can you find three examples of micro-elements in each of the four categories?

Consider why the filmmaker has made these decisions- what impact do they have?

Write up your analysis in note form as you analyse the scene and then type up 2-3 paragraphs in an essay style using the key terminology you have learnt from task 1.

### Task 3: Decoding messages and values



Here is a publicity poster for *Joker* (2019).

This image (like all images) is mediated in some way. It is encoded with some very clear representations, messages and values that the filmmaker is trying to portray.

Can you identify five representations, messages and values (cultural, social or historical) this text is giving an audience?

In what ways are these ideologies presented?

e.g. *The green colour scheme connotes...*

*The colouring and grading indicates...*

*The representation of mental health is...*

*The use of costume symbolises...*

*The camera angle and framing connotes...*

*Etc.*

#### Task 4: Genre and audience appeal

Watch the theatrical release trailer for *Joker* (2019).

*Joker* takes up a very interesting place within the DC Extended Universe franchise. Research the timeline of Batman theatrical releases and the Joker character's involvement within these. Read interviews with those that are associated with the production and release of the film. Read reviews and critical responses to the film.

In terms of genre, how is this similar and different to the conventions of the previous films in the franchise?

Why has this film been produced? And why now?

What appeals to an audience about this film? Consider style and narrative.

The film was a success. Analyse why audiences were integral in making it a success.

#### Task 6: Screenwriting

Use this website, which provides the screenplays for hundreds of feature films:

<https://www.simplyscripts.com/movie-scripts.html>

Find the screenplay for a film that you would consider as one of your favourites.

Read the entire screenplay before rewatching the film.

Produce a record of your experience of reading the screenplay compared to watching the film. How did it feel to 'read' a film you are fond of? Do you feel that the screenplay is an impactful and emotional text to read? Did it produce strong visuals or characterisation, given the economic use of language? How was it to rewatch scenes you had read on the page?

#### Task 6: Screenwriting

Download a free screenwriting software or a google plug-in. We recommend

<https://www.trelby.org/download/>.

Practice using the software, producing a 3-5 page practice screenplay which includes sluglines, scene description, 2 or more characters, dialogue and action.

If you need a suggestion of a scene to work from, try this: *a teenager is forced into lockdown with a family member they dislike. We are 5 weeks in to this 'new normal'.*

#### Task 7: World Film

Travel broadens the mind. It's a cliché, but it's true. You understand more about yourself and your place in the world if you experience the ways other people live their lives. And one of the best ways of doing that is to watch excellent films from other countries. Immerse yourself in 1 film from a different country each day of the week and complete the worksheet attached to help you record your travels on... all from the comfort of your bedroom!

Some outstanding, world-class foreign films to get you started could be: *Amélie* (France), *Spirited Away* (Japan), *Ghost in the Shell* (Japan), *This is England* (UK), *Train to Busan* (Korea), *Crouching Tiger Hidden Dragon* (China), *Eagle vs Shark* (New Zealand).