



Film Studies A Level

FSB

Film Studies A Level

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to Film Studies. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

The Media and Film Department are an open access department who aim to offer media literacy skills to students of *all* abilities and cater for a wide range of capabilities. Our academic provision consists of traditional A / AS Levels programmes (Media Studies and Film Studies), vocational courses (BTEC Creative Digital Media Level 3 Diploma and Level 2 Certificate for 14-16-year-old learners) and a Level 2 Access programme (GCSE Media Studies). We are a team comprising of six full-time and part-time teachers and a full-time technician.

**Teaching Staff:**

* **Tina Donnelly, Karina Free, Stephen Grantham, Matt Toogood, Gemma Stevens, Mark Piper**

**Technician:**

* **Jono Holmes**

**Head of Department:**

* **Mark Piper**

**Director of Faculty (Humanities and Social Sciences/Arts and Sciences):**

* **Jonathan Sparshott**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons, as normal and all of the expectations of students and teachers on the page before would apply

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, demonstrations, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Structured independent work –** students may be longer project-style work, or work that is made up of several structured tasks and asked to work on this independently for a period of time, during which their teacher will be available for support
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks

1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:



* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Godalming Online or Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails |  |
| Access Godalming Online course pages and download files |  |
| Upload work onto Godalming Online |  |
| Log on to any magazines or websites needed on the course |  |
| Access Estream to watch films/documentaries/pre-recorded content |  |



*[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Flogotyp.us%2Flogo%2Fmicrosoft-teams%2F&psig=AOvVaw2Wl1l6bVS-gskR2jhCsLQD&ust=1594130388988000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNDg_8_kuOoCFQAAAAAdAAAAABAD)*There are lots of places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via [ITsupport@godaming.ac.uk](mailto:ITsupport@godaming.ac.uk)

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR ONE & YEAR TWO** | **Component 1** | * **One question from a choice of two, requiring reference to two Hollywood films, one from the Classical Hollywood period (1930-1960) and the other from the New Hollywood period (1961-1990).** * **One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film.** * **One question from a choice of two, requiring reference to two British films.** | **A Level = 35%** |
| **Component 2** | * **One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe.** * **One question from a choice of two, requiring reference to one documentary film.** * **One question from a choice of two, requiring reference to one silent film or group of films.** * **One question from a choice of two, requiring reference to one film option.** | **A Level = 35%** |
| **Component 3** | **Learners produce:**   * **either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay** * **an evaluative analysis (1600 - 1800 words).** | **A Level = 30%** |
|  |  |  |  |

**Assessment**

At the end of your first year / start of your second year, you will complete a non-examined piece of coursework. At the end of your second year you will take two exams:

**Exam 1 / Component 2: (2 hours 15 minutes/ 35%)**

* **Section A:** Section A: Hollywood 1930-1990 (comparative study**)**
* **Section B:** Section B: American film since 2005 (two-film study)
* **Section C:** British film since 1995 (two-film study)
* **Exam 2 / Component 2: (2 hours 30 minutes/ 35%)**
* **Section A:** Global film (two-film study)
* **Section B:** Documentary film
* **Section C:** Film movements – Silent cinema
* **Section D:** Film movements – Experimental film (1960-2000)

**Non Exam Assessment / Component 3 (30%)**

* **Cross Media Production:** *one* production and its evaluative analysis.

**STudent scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

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|  |  | **A-LEVEL YEAR 1** | | |
| **Week** | **Component 1** | **Component 2** | **Component 3** | **Assessment** |
|  | **Start of term/L6 Enrolment** | | | |
|  | **L6 Enrolment** | | | |
| 1 | **Introduction to key concepts & practical task** | | | |
| 2 |
| 3 |
| 4 |
| 5 | CASABLANCA  Intro & Screening |  |  |  |
| 6 | CASABLANCA – **Institutional Context**  Goldern Era – The Studio System – institutional research task on Warner Bros.  The ‘look/style’ of a Warner film?  *H/W - Research the Life and works of Michael Curtiz (Read article in link)*   The Production Process & reception of the film | ‘ | . |  |
|  | *Half Term - 19thth – 30th October (2 weeks)* | | | |
| 7 | 1.CASABLANCA  The classical Hollywood film  Key scene analysis/aesthetics |  |  | Timed Benchmark Assessment |
| 8 | CASABLANCA  Structure & narrative  Melodrama/romance |  |  |  |
| 9 | 3.BONNIE & CLYDE  Intro & Screening |  |  |  |
| 10 | 4. BONNIE & CLYDE  ‘New Hollywood’  Opening scene analysis | . |  |  |
| 11 | 5. BONNIE & CLYDE  Key scene analysis  - Structure & narrative |  |  |  |
| 12 | 6. COMPARATIVE STUDY  Compare narrative/style  Representations |  |  |  |
| 13 | 1.CASABLANCA  The classical Hollywood film  Key scene analysis/aesthetics |  |  |  |
|  | *Christmas Holiday - 21st December – 1st January* | | | |
| 14 | CAPTAIN FANTASTIC  INTRO |  | INTRO COURSEWORK |  |
| 15 | CAPTAIN FANTASTIC  SWEET SIXTEEN |  | NEA / COURSEWORK | Benchmark 2 |
| 16 | CAPTAIN FANTASTIC  SWEET SIXTEEN |  | NEA / COURSEWORK | Student Review 1 Available |
| 17 | CAPTAIN FANTASTIC  SWEET SIXTEEN |  | NEA / COURSEWORK |  |
| 18 | CAPTAIN FANTASTIC  CAPTAIN FANTASTIC  SWEET SIXTEEN |  | NEA / COURSEWORK |  |
| 19 | CAPTAIN FANTASTIC  SWEET SIXTEEN |  | NEA / COURSEWORK |  |
|  | *Half Term - 25th February – 19th February* | | | |
| 20 | SWEET SIXTEEN / FISHTANK | – | 6.**DEADLINE FOR DRAFT PRACTICAL WORK** |  |
| 21 | SWEET SIXTEEN/ FISHTANK | DIVING BELL AND THE BUTTERFLY - Screening | 1. |  |
| 22 | SWEET SIXTEEN/ FISHTANK | DIVING BELL AND THE BUTTERFLY – Finish screening (notes typed up with screen grabs) | 2.**DEADLINE FOR REFLECTIVE ANALYSIS** |  |
| 23 | SWEET SIXTEEN/ FISHTANK | DIVING BELL AND THE BUTTERFLY – Character Studies – Represention (meaning & response) | 3. |  |
| 24 | SWEET SIXTEEN/ FISHTANK | DIVING BELL AND THE BUTTERFLY – Context lesson (Country & Director) | **4.Coursework deadline** | Benchmark 3 |
| 25 | SWEET SIXTEEN/ FISHTANK | DIVING BELL AND THE BUTTERFLY – Key scene analysis – aesthetics & film form |  |  |
|  | *Easter Holiday - 2nd April – 16th April* | | | |
| 26 | SWEET SIXTEEN | DIVING BELL AND THE BUTTERFLY  Exam planning  - Exam prep powerpoint | SCREEN COURSEWORK FILMS |  |
| 27 | *Casablanca*, *Bonnie & Clyde* revision session.  *Fish Tank*, *Sweet 16* revision session. | *Diving Bell* exam prep questions session. |  |  |
| 28 | 2. Timed essay- Component 1 section A – 60mins  **Mock**- Component 1 section B, Component 2 section B – 30mins and 30mins | Timed essay- Component 2 section A – 60mins |  |  |
| 29 | FEEDBACK | | |  |
| 30 | 4. **JUST AS FILM STUDIES THIS WEEK** | **JUST AS FILM STUDIES THIS WEEK**  Mock 1? | **JUST AS FILM STUDIES THIS WEEK**  Mock 2? |  |
| 31 | 5. **Mock** - *Casablanca*, *Bonnie & Clyde* | Exam tips session/revision/**INSET** | **INSET** |  |
|  | *Half Term31st May – 4th June* | | | |
| 32 | CONTENT REVISION | | |  |
| 33 | Benchmark 4 |
| 34 |  |
| 35 | **2nd year content - taster** | **2nd year content - taster** | **2nd year content - taster** |  |
| 36 | **2nd year content - taster** | **2nd year content - taster** | **2nd year content - taster** |  |
| 37 | **2nd year content - taster** | **2nd year content - taster** |  | Student Review 2 and Predicted Grade Available |

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|  |  | **A-LEVEL YEAR 2** | | |
| **Week** | **Component 1** | **Component 2** | **Component 3** | **Assessment** |
|  | **Start of term/L6 Enrolment** | | | |
|  | **L6 Enrolment** | | | |
| 38 | LA LA LAND  Recap classical Hollywood musicals and start screening. | Amy – an introduction to documentary |  |  |
| 39 | LA LA LAND  Finish screening and post screening notes task | Intro to Asif Kapadia Amy - Screening |  |  |
| 40 | LA LA LAND  Revisit influential films  Post screening analysis task sheet  Indivudual micro details task | Post screening discussion. Start post screening task sheet. |  |  |
| 41 | LA LA LAND  Film form and aesthetics.  Another Day of Sun analysis | 3 articles BFI. Kpadia on the BBC. |  |  |
| 42 | LA LA LAND  *Spectatorship – Lesson 1* | Digital Debates, Nick Broomfield. |  | Benchmark 5 |
| 43 | LA LA LAND  *Spectatorshi - Lesson 2* | Amy – Observational documentary and Kim Longinotto. |  |  |
|  | Half term | | | |  |  |
| 44 | LA LA LAND  Spectatorship and film criticism | Amy – looking at past exam Qs. A3 revision sheets. Files on GOL. Amy - general documentary revision session. |  |  |
| 45 | LA LA LAND  Representation | Sunrise – an intro to silent cinema and German Expressionsim. |  |  |
| 46 | LA LA LAND    Keye scene analysis PLUS – Notes on Context ppt | Sunrise – finish screening and post screening discussion |  |  |
| 47 |  | Sunrise – Expressionism and FW Murnau. Group tasks |  |  |
| 48 |  | Sunrise – Expression vs Realism. Kammerspiele.  Representation. |  |  |
| 49 |  | Sunrise – Marshes sequence analysis. |  | Benchmark 6 |
| 50 |  | Timbuktu – screening  Vivre sa Vie – more intro- Breathless, 400 Blows, Jules et Jim etc. |  | Student Review 3 Available |
|  | *Christmas Holiday - 21st December – 1st January* | | | |  |  |
| 51 |  | TIMBUKTU  Style of African Cinema –  Vivre sa Vie |  |  |
| 52 |  | TIMBUKTU  Film Language – Intro  Vivre sa Vie |  |  |
| 53 |  | TIMBUKTU  Representation  Vivre sa Vie |  |  |
| 54 |  | TIMBUKTU  Key scene analysis  Vivre sa Vie |  |  |
| 55 |  | TIMBUKTU  The stoning scene analysis   Vivre sa Vie |  |  |
| 56 |  | TIMBUKTU  Themes and aesthetics – Exam prep  Vivre sa Vie |  |  |
|  | *Half Term - 25th February – 19th February* | | | |  |  |
| 57 | **MOCK EXAMS** | |  |  |
| 58 |  | Vivre Sa Vie  Godard filmography, Peter Wollen |  |  |
| 59 | **REVISION** | **REVISION** |  | Benchmark 7 |
| 60 | **REVISION** | **REVISION** |  | Student Review 4 Available |
| 61 | **REVISION** | **REVISION** |  |  |
| 62 | **REVISION** | **REVISION** |  |  |
|  |  | | | |
| 63 | **REVISION** | **REVISION** |  |  |
| 64 | **REVISION** | **REVISION** |  |  |
| 65 | **REVISION** | **REVISION** |  |  |
| 66 |  |  | | |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |  |
| --- | --- | --- |
| **AO1** | Demonstrate knowledge and understanding of elements of film | **35%** |
| **AO2** | Apply knowledge and understanding of elements of film to:   * analyse and compare films, including through the use of critical approaches * evaluate the significance of critical approaches * analyse and evaluate own work in relation to other professionally produced work | **35%** |
| **AO3** | Apply knowledge and understanding of elements of film to the production of a film or screenplay. | **30%** |

***What do these mean?***

***AO1 –*** using your understanding of the key concepts and ideas within the framework of film. Also using your knowledge understanding of the periods studied to your support judgements.

***AO2 –*** ‘Analyse’ means to examine something to find its strengths and weaknesses, and to help you explain it. ‘Evaluate’ means reaching a judgment about the value or importance of something. Using these skills to apply to the films studied within the critical framework and academic theories learnt.

***AO3 –*** using your knowledge and understanding of the theoretical framework in order to produce a credible and creative film products with a clear understanding of how film language and key concepts help to create meaning for intended audiences.

**A-level Film Studies Studies Course Assessment Policy 2020-22**

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your mistakes in the actual exams! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess your own work).

**Final Assessment**

The assessment and feedback schedule for this course gives you elements of these types of assessment. Final assessment at the end of the second year is made up of 70% exam (x2 2 hours 30mins) and 30% non-examined assessment (coursework) - an individual practical piece with the choice of two mediums (a short film or screenplay and storyboard) and an evaluative analysis of the final outcome. This will determine the grade you receive for your qualification. The two exams are scheduled for June 2021 and the final coursework deadlines are explained below.

**Weekly Independent Tasks and Homework**

Homework does not necessarily need to be completed at home! You can use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 08.45 to 16.15 working day and use your free periods in the ILC to complete tasks. This will minimise the work you need to complete at home and might make you more productive. There is an expectation that 50% of your learning takes place in the classroom and 50% takes place outside of the classroom. Therefore each week, homework will be set and could take 4.5 to 6 hours in total. If the homework only takes you 1 hour for a week, then you will have a further 1.5 hours to conduct further reading and consolidate learning. Homework tasks will consist of two types:

* *‘PREP WORK’:* Not all homework will be given written feedback or graded. It may be given a quick inspection in class and may will involve peer and self-assessment as part of a class exercise. This work will ‘prepare’ you for the lesson content; a failure to complete the homework to a satisfactory standard will mean you are unable to take part in the lesson and will need to catch up in your own time. Further inabilities to meet deadlines will result in referrals with your tutors, parents and may mean you are excluded from the lesson.

**Benchmark Assessments, Student Review and Predicted Grades**

|  |  |
| --- | --- |
| **1st Year 2020-21** | **2nd Year 2021-2022** |
| * **BENCHMARK 1 (OCT):** Component 1 - 1x formal essay (*Casablanca* institutional context ) (Graded A - U) * **BENCHMARK 2 (DEC):** Component 1 - 1x timed essay (*Casablanca* / *Bonnie & Clyde* comparison) (Graded A - U)   **STUDENT REVIEW 1 (JAN)**   * **BENCHMARK 3 (APR):** Component 1 question 1x formal essay (Graded A - U) * **BENCHMARK 4 (JUN):** Coursework evaluative analysis draft- (Graded A - U)   **STUDENT REVIEW 2 (JUL)** - ARG and PREDICTED GRADE CONFIRMED | * **BENCHMARK 5 (NOV):** Component 2 - 1x timed essay (Silent cinema - *Sunrise*) (Graded A - U)   **STUDENT REVIEW 3 (NOV)**   * **BENCHMARK 6 (JAN):** Component 1 - 1x timed essay (Spectatorship – *La La Land*) (Graded A - U) * **BENCHMARK 7 (MAR):** Component 2 – 1x timed essay (Documentary – *Amy*) (Graded A - U)   **STUDENT REVIEW 4 (MAR)**   * **BENCHMARK 8 (APR):** Component 2 – 2x timed essay (Experimental cinema – *Vivre sa Vie* andWorld cinema *Timbuktu*) (Graded A - U) * **FINAL EXTERNAL EXAMS (JUNE)** |

* WRITTEN FEEDBACK: Each timed benchmark assessment will receive written feedback in the form of comments on a cover sheet that relate directly to the assessment criteria of the exam board. Alongside this, symbols (representing comments) and questions will be posed about how to improve.
* VERBAL FEEDBACK: 1-2-1’s will also occur in January and June of the first year and November and March of the second year after benchmarks have been marked and a student review is due. These benchmark assessments will then feed directly into the student reviews (‘reports’) which get sent home to your parents.
* REFLECTION AND TARGET SETTING: After each assessment, students will be expected to reflect on the written feedback from their teacher and set themselves targets for improvement in the period in question. These targets will be stored on A3 sheets within the classroom and the students will write up their targets as ‘Learning Conversations’ onto the centralised computer system. Students who perform particularly badly are encouraged to rewrite the assessment and submit to the teacher for further development.
* TIMED BENCHMARKS: These are extremely important and should be treated like the actual exam. They are an ideal point to see how you are progressing and to get valuable feedback. You will make mistakes in the benchmarks and so the follow-up work is to test whether you have learned from those mistakes, to become better at the subject and improved on exam technique.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**
2. **Approach to Learning:** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Coursework Timeline and Procedures**

This makes up 30% of your final mark for the A-level. Your teacher will support you in producing an individual production (either a short film or screenplay/storyboard), in response to a choice of briefs set by WJEC/Eduqas.

* **Start of Coursework: Dec 2020 –** Introductory lessons to explain NEA, mark schemes, key dates and moderation processes. Aims and Context document set as homework over Christmas.
* **Progress Indicator:** **Feb 2021 –** By this stage you will have had around seven weeks to research and develop ideas- write, film, edit photograph etc. You will receive written and oral feedback from your teacher on your progress. Your teacher will also give you some indication of what work can be completed across the February half term break to help you prepare for the evaluative analysis deadline.
* **Draft deadline (product): Feb 2021**
* **Draft deadline (evaluative analysis) Mar 2021**
* **Reivised Final Deadline:** **Oct 2021 –** students will be given 1 lesson a week, for the whole of September to ensure that all outstanding coursework is completed.
* **Standardisation and Internal Marking: Dec 2021 -** The department will standardise marking amongst all the teachers in a series of meetings. This is where teachers are trained to mark a sample of student work to achieve consistency. Your teacher will then mark your final piece and submit their estimated mark to the Head of Department. A series of moderation meetings where another member of staff may check the marking of your coursework to ensure consistency, will then be arranged.
* **Marks released to students on SELF: May 2022–** The final moderated mark for all the coursework components together will be displayed on your SELF page on this date. This will be a percentage grade, as the exam board stipulates that no formal grade can be released to students by the teacher (please do not ask!).
* **Marks submitted to the exam board: May 2022 –** The department will submit your final moderated mark to the exam board. Please be aware that further external moderation is carried out by the exam board on a sample of coursework scripts, so it is possible (although unlikely) that your mark may change again.

*PLAGIARISIM AND MALPRACTICE:*  Plagiarism is using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. Malpractice is where you submit another student’s written work as your own work. If there is a suspicion of plagiarism or malpractice, the Head of Department and Senior Tutor will be informed and a hearing will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. If a student has signed the declaration form for the coursework to state this is their own work, the exam board will need to inform other exam boards which may harm your qualifications in other subjects. Students should also be aware that the College is subscribed to software designed to detect plagiarism and malpractice.

Any further questions on coursework procedures can be found on the Godalming Online Exams Website.

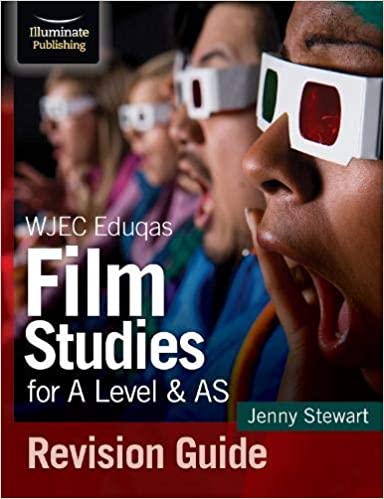
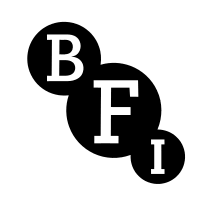
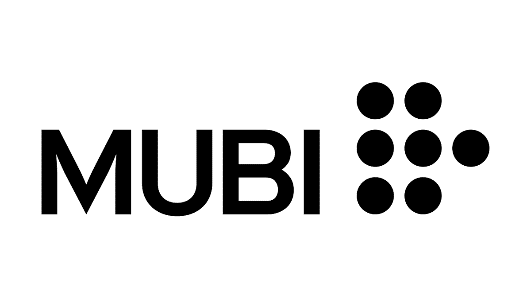
**Department Late Policy**

In line with the ‘College Assessment Policy’, the department is under no obligation to provide feedback to a student who does not meet the internal deadlines for weekly independent tasks, benchmark assessments or coursework drafts. Please be warned that a failure to meet the final coursework deadline is the equivalent to missing the exam and it will be recommended that the student should be removed from the course. Students who fail to prepare adequately for the lesson as requested, may be excluded for part of the lesson and asked to work independently at the back of the classroom. A continued failure to meet deadlines will result in a referral to the pastoral team and a department action plan with involvement from parents.

**A LEVEL FILM STUDIES - GUIDANCE FOR 50/50 LEARNING**



The key to your success whilst studying Media Studies is the level of effort and work you put into the subject outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week

1. **TEXTBOOKS:** Consolidation of content is important – students have been encouraged to buy or borrow a textbook –**WJEC/ Eduqas Film Studies for A Level and AS – Ellen Cheshire and Mark Ramey (Illuminate Publishing)**. There are copies of both books available in the college library and it is also available to buy online or at all good bookshops for £32. The library also contains a whole range of subject specific books which can be searched via the [Heritage](http://ilc.godalming.ac.uk/heritage/) database.
2. **WEBSITES:** There are a wealth of resources available on the internet. Making use of these resources outside lessons will enhance a student’s ability to analyse and evaluate - key skills that are crucial to success at A Level. Some useful websites include: **The Guardian Online** <https://www.theguardian.com/uk/film>is an excellent and free resource which features daily updated news and information. **BFI Screen Online** <http://www.screenonline.org.uk/>is British Film Institute’s education based website with naturally ‘British based’ themed resources covering the history of the British film industry. Other noteworthy general Film Studies sites include <http://www.filmsite.org/> and <http://www.filmeducation.org/>.
3. **MAGAZINES**: **Sight and Sound** is published monthly by the British Film Institute and is available in the library. It covers a range of film topics and theories on historical and contemporary films, with articles written by academics and critics. It is an essential read for serious film students and helps develop knowledge and critical perspective. **Empire** is the UK’s biggest selling film magazine. Released monthly, the magazine covers news, reviews and interviews regarding contemporary and historically important cinema releases. **BBC** Radio 4’s **The Film Programme** is essential listening.
4. **WATCH A RANGE OF FILMS:** A student who regularly watches and discusses films will enhance their understanding of the subject and will be able to show awareness of contemporary and historical perspectives in their essays. There is a ‘wider watching list’ on the welcome tab on the AS and A Level Film Studies **Godalming Online** site. The world cinema streaming platform MUBI is currently offering a free subscription for all film and media students – you can access it here; <https://mubi.com/filmstudent>

All of the key texts that students study, are available on our internal streaming site eStream <http://estream.godalming.ac.uk/Default.aspx>.

