

| <h1>Film Studies</h1> | |
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| Exam Board | WJEC |
| Course Entry Criteria | 6 in English Literature or Language |
| Essential skills | <p>Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. It is a powerful and culturally significant medium and as such Film Studies makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium. Students will be introduced to a wide variety of films in order to broaden their knowledge and understanding of film the significance of film and its social, cultural, political and historical context. Students therefore critically analysis and evaluate mainstream American films from the past and the present as well as a range of recent and contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience. Production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting.</p> |
| <p>There are four components to this course:</p> <p><u>PAPER 1: Varieties of film and filmmaking (2 hours and 30 minutes) – 35%</u></p> <p>Section A: Hollywood 1930-1990 (comparative study) – 50 minutes; 40 marks <i>Film 1: Classical Hollywood – Casablanca (Curtiz, 1942)</i> <i>Film 2: New Hollywood – Bonnie and Clyde (Penn, 1967)</i></p> <p>Section B: American film since 2005 (two-film study) – 50 minutes; 40 marks <i>Film 1: Mainstream film La La Land (Chazelle, 2016).</i> <i>Film 2: Contemporary independent film Frances Ha! (Baumbach, 2012)</i></p> <p>Section C: British film since 1995 (two-film study) – 50 minutes; 40 marks</p> <ul style="list-style-type: none"> • <i>Trainspotting</i> (Boyle, 1996) • <i>This is England</i> (Meadows, 2006) <p><u>PAPER 2: Global filmmaking perspectives (2 hours 30 minutes) – 35%</u></p> <p>Section A: Section A: Global film (two-film study) – 60 minutes; 40 marks</p> <p>Group 1: European film - Pan's Labyrinth (Del Toro, Spain, 2006) Group 2: Outside Europe - City of God (Mereilles, Brazil, 2002)</p> <p>Section B: Documentary film - 30 minutes</p> <ul style="list-style-type: none"> • <i>Amy</i> (Kapadia, UK, 2015) <p>Section C: Film movements - Silent cinema</p> <p>You will be studying one of the following:</p> <ul style="list-style-type: none"> • Keaton shorts - <i>One Week</i> (1920), <i>The Scarecrow</i> (1920), <i>The 'High Sign'</i> (1921) and <i>Cops</i> (1922) • <i>Man With a Movie Camera</i> (Vertov, USSR, 1929) and <i>A Propos de Nice</i> (Vigo, 1930) • <i>Strike</i> (Eisenstein, USSR, 1924) • <i>Sunrise</i> (Murnau, US, 1927) • <i>Spies</i> (Lang, Germany, 1928). | |

Section D: Film Movements – Experimental Film (1960-200)

- Pulp Fiction (Tarantino, US, 1994)

Coursework: Production and Evaluation – 30%

Production (40 marks)

Option 1: Film and edit a short film (4-5 minutes)

Option 2: Write a screenplay for a short film (1600-1800 words)

Evaluation: (20 marks)

Written evaluation of product (1600-1800 words)

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| University requirements | Russell Group: A A B Non Russell Group: A A B to B B B |
| Related courses and careers | English Literature, media, publishing, theatre, journalism, broadcasting, teaching, writing, advertising, production, art, editing and photography. |
| Other Details | Students on this course will learn to develop a mature individual reaction to a range of challenging texts, demonstrating their ability to create detailed and systematic arguments. Students will also hone the ability to evaluate the views of others and create critical debate – skills much needed in Higher Education. |