



FILM STUDIES ENDPOINTS

AN AMBITIOUS CURRICULUM

By the end of Year 10, students will be able to:

Knowledge

- Identify and define key elements of film language: mise-en-scène, cinematography, sound, editing, and narrative structure.
- Describe the historical and cultural context of two significant US films (one pre-1960 and one post-1960).
- Recognise how representation (e.g. gender, ethnicity, class) functions in film texts.
- Summarise the key stylistic and thematic features of at least one global or non-English language film.

Skills

- Apply accurate subject terminology when analysing scenes from film texts.
- Produce short analytical paragraphs using PEE (Point–Evidence–Explanation) structure.
- Compare two film texts in terms of style, context, and representation.
- Use a storyboard or shot list to plan a short film sequence.

Understanding

- Explain how film techniques affect audience response and meaning.
- Discuss how different social and historical contexts influence filmmaking.
- Begin to articulate a personal response to film, backed by evidence.

By the end of Year 11, students will be able to:

Knowledge

- Demonstrate detailed knowledge of all three components of the GCSE specification:
 - Component 1: US Film (two texts)
 - Component 2: Global Film, Narrative & Representation
 - Component 3: Production & Evaluation (NEA)
- Understand genre conventions, narrative theory, and contextual influences across studied films.
- Recall and use appropriate case study information for comparative and exam-based writing.

Skills

- Write structured, coherent, and detailed exam responses using specialist vocabulary.
- Analyse unseen film material (stills or scenes) using AO1 and AO2 assessment criteria.
- Plan, produce, and evaluate a short film or screenplay, justifying creative choices.
- Edit or script-write effectively, showing an understanding of audience and purpose.

Understanding

- Critically evaluate how films construct meaning for audiences using cinematic techniques.
- Justify creative decisions in NEA work by linking them to professional film models.

By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<p>At MEPA Academy, our Year 10 curriculum for Film Studies goes beyond the expectations of the national curriculum by integrating critical media literacy with early analytical writing and comparative evaluation, despite limited contact time. Students are not only introduced to film language and genre but are also required to explore how historical, social, and cultural contexts shape meaning. Unlike a generic KS3/KS4 media curriculum, students engage in detailed textual analysis of films from different time periods and regions, encouraging higher-order thinking around representation, ideology, and audience positioning. The spiral structure of our curriculum ensures that by the end of Year 10, students can evaluate film texts at a level that exceeds standard Key Stage 4 expectations in English or general media education.</p>	<ul style="list-style-type: none"> • Reflect on the wider role of film as a cultural product that reflects or challenges society. <p>By Year 11, our curriculum sets ambitious goals through its rigorous combination of academic and creative demands. Students are expected to plan, produce, and critically evaluate a short film or screenplay — a process that integrates technical production skills with reflective writing and analytical reasoning. This dual focus cultivates both independent thought and creative discipline, exceeding the scope of the national curriculum’s aims for media education or literacy. Furthermore, our students engage with a diverse, global film corpus, tackling comparative writing and unseen analysis with exam-style rigour. The expectation that students justify their creative choices using professional models and theoretical frameworks positions our provision well above national benchmarks for breadth, depth, and challenge in the arts and humanities.</p>