

# YOUR STEP- BY-STEP GUIDE TO SWITCHING TO EDUQAS

A LEVEL FILM STUDIES



# MAKE THE SWITCH TO A BOARD THAT WILL SUPPORT YOU

Switching to Eduqas could be the best move you make.

You'll gain access to an unbeatable range of free teaching resources, and our team of subject specialists are on hand to give you all the help and advice you need.

You can rest assured that switching to Eduqas from OCR is straightforward. Simply follow this guide, compare our specifications, and make the switch!

## MAKING THE SWITCH

Switching to Eduqas is simple, just follow these quick and easy steps:

1. Follow our switcher guide for your subject.
2. Register your interest at [www.eduqas.co.uk/switch](http://www.eduqas.co.uk/switch) and receive a printed copy of your chosen specification(s).
3. Visit your qualification page at [www.eduqas.co.uk/qualification](http://www.eduqas.co.uk/qualification), to access the materials you need to begin teaching our specifications.
4. Visit our Digital Resources Website ([resources.eduqas.co.uk](http://resources.eduqas.co.uk)), for free resources that can be used as classroom aids and as revision tools.
5. Contact our subject specialists for subject specific queries, practical advice and guidance.
6. Your Exams Officer will need to register your centre, if your centre is not already registered with us.
7. Once registered, your Exams Officer will be able to provide you with access to our Secure Website ([www.wjecservices.co.uk](http://www.wjecservices.co.uk)), which hosts a wealth of resources that are not available elsewhere.

## WE'RE HERE TO SUPPORT YOU

If you have a question, simply contact our Drama and Theatre team who will offer friendly advice and guidance:



**Rebecca Ellis**  
**Subject Officer - Film Studies**

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029 2240 4301



# A LEVEL FILM STUDIES WITH EDUQAS

## WHY CHOOSE US?

Our A Level Film Studies offers a specification that is exciting, diverse and manageable. Students are engaged by the interesting range of accessible films on which their assessment is based, and the stimulating array of concepts that learners will have the opportunity to study means that they develop a wide range of transferable skills from critical thinking to technical literacy. In addition, students are able to study theoretical film analysis alongside practical production in either Screenwriting or Film-Making. Our teacher support is second to none - we have a full CPD programme which caters for teachers who are Film Studies beginners as well as experts wanting to brush up on specialist gaps in their knowledge. We have designed a wealth of free teaching, assessment and training resources, including full schemes of work and guidance available to support teachers. A dedicated support team is always on hand, ready to answer your queries.

“Since the new A level Film Studies course began, the Eduqas Film Studies CPDs provided have been exceptionally well designed and highly helpful. The courses have ranged from an introduction to the course (including great advice on ‘getting out of the blocks’), to guided delivery into year 2 of the specification, through to the most recent – preparing to take our cohorts through the first A level exam and coursework series.

At each point fantastic exemplars of teaching and guidance have been provided, alongside forums to pose questions, as and when they arise, group marking activities to assist standardisation, and opportunities to share best practice with both trainers and other teaching colleagues. All of this combined has provided a series of CPD events that have not only been very valuable, but also highly reassuring in terms of knowing us teachers ‘on the ground’ are delivering the course correctly.

I have attended many CPD events, by a number of providers, but I would happily say that none have been as consistently solid and well delivered as the new specification Eduqas Film Studies series.”

ROSS BEAMISH  
TEACHER

# SUMMARY OF ASSESSMENT

## Component 1: Varieties of Film (35%)

### Component at a glance

Section A: <i>Hollywood 1930 - 1990</i>	Section B: <i>American Film since 2005</i>	Section C: <i>British Film since 1995</i>
<p><b>Comparative study</b></p> <p>Learners are required to study <b>two</b> films, one from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Classical Hollywood (1930 - 1960)</li> <li>• New Hollywood (1961 - 1990)</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas foregrounding <b>context</b></li> <li>• Auteur</li> </ul> <p><b>Total: 40 marks</b></p>	<p><b>Two-film study</b></p> <p>Learners are required to study <b>two</b> films, one from each of the following categories:</p> <ul style="list-style-type: none"> <li>• Mainstream American Film</li> <li>• Contemporary American independent Film</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> <li>• Spectatorship</li> <li>• Ideology</li> </ul> <p><b>Total: 40 marks</b></p>	<p><b>Two-film study</b></p> <p>Learners are required to study <b>two</b> films, one from each of the following categories:</p> <ul style="list-style-type: none"> <li>• British Film since 1995</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> <li>• Narrative</li> <li>• Ideology</li> </ul> <p><b>Total: 40 marks</b></p>

## Component 2: Global Film-Making Perspectives (35%)

### Component at a glance

Section A: <i>Global Film</i>	Section B: <i>Documentary Film</i>	Section C: <i>Film Movements - Silent Cinema</i>	Section D: <i>Film Movements - Experimental Film</i>
<p><b>Two-film study</b></p> <p>Learners are required to study <b>two</b> films, one from each of the following categories:</p> <ul style="list-style-type: none"> <li>• European Film</li> <li>• Global Film</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> </ul> <p><b>Total: 40 marks</b></p>	<p><b>Single film study</b></p> <p>Learners are required to study <b>one</b> film from the following category:</p> <ul style="list-style-type: none"> <li>• Documentary Film</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> <li>• Critical Debates</li> <li>• Filmmakers' theories</li> </ul> <p><b>Total: 20 marks</b></p>	<p><b>Single film study</b></p> <p>Learners are required to study <b>one</b> film from the following category:</p> <ul style="list-style-type: none"> <li>• Silent Cinema</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> <li>• Critical Debates</li> </ul> <p><b>Total: 20 marks</b></p>	<p><b>Single film study</b></p> <p>Learners are required to study <b>one</b> film from the following category:</p> <ul style="list-style-type: none"> <li>• Experimental Film (1960 - 2000)</li> </ul> <p><b>Questions will focus on:</b></p> <ul style="list-style-type: none"> <li>• Core study areas</li> <li>• Auteur</li> </ul> <p><b>Total: 20 marks</b></p>

## Component 3: Production

### Component at a glance

Production Options	Evaluative Analysis
<p><b>Option 1:</b> Short Film (4 - 5 Minutes)</p> <p><b>Option 2:</b> Screenplay for a short film (1600 - 1800 words)</p> <p><b>Total: 40 marks</b></p>	<p>Written Evaluation (1600 - 1800 words)</p> <p><b>Total: 20 marks</b></p>

# HELPING YOU MAKE THE SWITCH - COMPARING SPECIFICATIONS

## A LEVEL FILM STUDIES

OCR		EDUQAS
<b>Component 1: Film History 35%</b> Written examination: 2 hours		<b>Component 1: Varieties of film and filmmaking 35%</b> Written examination: 2 hours 30 minutes
Students study at least three US set films from three periods <ul style="list-style-type: none"> <li>• The silent era</li> <li>• 1930 — 1960</li> <li>• 1961 — 1990</li> </ul>	Students also study set films from two major European film movements or stylistic developments: <ul style="list-style-type: none"> <li>• Experimental film (European surrealist film)</li> <li>• Either               <ul style="list-style-type: none"> <li>◦ German expressionism, or</li> <li>◦ French new wave</li> </ul> </li> </ul>	<b>Section A: Hollywood 1930-1990 (comparative study)</b> 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).  <b>Section B: American film since 2005 (two-film study)</b> One question from a choice of two, requiring reference to two American films, one mainstream film and one contemporary independent film.  <b>Section C: British film since 1995 (two-film study)</b> One question from a choice of two, requiring reference to two British films.
<b>Component 2: critical approaches to film 35%</b> Written examination: 2 hours		<b>Component 2: Global filmmaking perspectives 35%</b> Written examination: 2 hours 30 minutes
Students develop knowledge and understanding of key critical approaches to film and of narrative, genre, representations and spectatorship. They must study at least one set film from each of the following categories: <ul style="list-style-type: none"> <li>• Contemporary British</li> <li>• Contemporary US</li> <li>• Documentary</li> <li>• Non-European non-English language</li> <li>• English language (non-US)</li> <li>• US Independent.</li> </ul> They carry out <ul style="list-style-type: none"> <li>• A comparative study of at least two set films (contemporary British and US)</li> <li>• A close study of at least one set documentary</li> <li>• A themed comparative study of at least three set films from the final three categories, in terms of ideologies reflected and communicated by film.</li> </ul>		<b>Section A: Global film (two-film study)</b> One question from a choice of two, requiring reference to two global films: one European and one produced outside Europe.  <b>Section B: Documentary film</b> One question from a choice of two, requiring reference to one documentary film.  <b>Section C: Film movements – Silent cinema</b> One question from a choice of two, requiring reference to one silent film or group of films.  <b>Section D: Film movements – Experimental film (1960-2000)</b> One question from a choice of two, requiring reference to one film option.
<b>Component 3/4: Making short film (NEA) 30%</b> Non-exam assessment		<b>Component 3: Production 30%</b> Non-exam assessment
Students study one compilation of short British fiction films. They demonstrate knowledge, understanding and skills through: <ul style="list-style-type: none"> <li>• The production of a short film or a screenplay for a short film (incorporating a digitally photographed storyboard)</li> <li>• An evaluative analysis of the production in relation to professionally produced set short films.</li> </ul>		This component assesses one production and its evaluative analysis. Learners produce: <ul style="list-style-type: none"> <li>• A short film or a screenplay for a short film plus a digitally photographed storyboard of a key section from the screenplay</li> <li>• An evaluative analysis (1600 - 1800 words).</li> </ul>

# THE SUPPORT YOU NEED

## FREE TAILORED FILM STUDIES DIGITAL RESOURCES

We've created a wealth of free digital resources to support our qualifications. They have been developed to enhance learning, stimulate classroom discussion, and encourage student engagement. Access our resources today at [resources.eduqas.co.uk](https://resources.eduqas.co.uk)

## REGIONAL SUPPORT

Our Regional Support Team are also on hand to offer free support in the delivery of our qualifications. They can also give you face-to-face advice on our range of qualifications, online resources, CPD and curriculum developments. To book a visit or to find out more, please visit [www.eduqas.co.uk/RegionalSupportTeam](https://www.eduqas.co.uk/RegionalSupportTeam)



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## TEACHERS WHO HAVE MADE THE SWITCH

"I've really enjoyed getting to know the new texts, and like all of them.

There were whole areas of film of which I was ignorant, like the wonderfully bonkers Daisies which I love.

One of my students who had only ever watched super hero and action films recently told his dad that "Sunrise" was his favourite film! It's been really enjoyable to teach, so a big thank you."

SOPHIE SMILEY  
TEACHER



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