

# Film, Television & New Media

## General senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

By the conclusion of the course of study, students will:

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies</li></ul> How are tools and associated processes used to create meaning? <ul style="list-style-type: none"><li>• Concept: institutions</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations</li></ul> How do representations function in story forms? <ul style="list-style-type: none"><li>• Concept: audiences</li></ul> How does the relationship between story forms and	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies</li></ul> How do technologies enable or constrain participation? <ul style="list-style-type: none"><li>• Concept: audiences</li></ul> How do different contexts and purposes	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies</li></ul> How do media artists experiment with technological practices? <ul style="list-style-type: none"><li>• Concept: representations</li></ul>

How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
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## Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

### Additional Requirements

Study Requirements	Special Requirements
<p>This is a General subject and as such requires a significant commitment of time and energy to complete the course successfully.</p> <p>As a guide students should be completing 120 minutes of revision and homework a night in addition to assignment requirements.</p> <p>Students are encouraged to develop and maintain a study plan to assist in revising concepts learnt during face to face lessons.</p>	<p>Kepnock SHS is an iPad school. School owned devices are available for use within our student resource scheme.</p> <p>Students will be required to bring an iPad (9.7/10.2 inch, running iOS 14 or better, with 32 GB storage) to school each day.</p> <p>The school has a replacement scheme for iPads that need to be serviced or repaired. (Please note, no other BYO device is supported by the school.)</p>