

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 22

Scripting for media products

D/507/6408

Guided learning hours: 30

Version 3 January 2020

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Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Scripts are an integral part of the majority of media productions – from live theatre, film and television to comic books and even computer games. Good scripts are vital to ensure that a narrative flows well and a story is brought to life. Good scripting is so essential that there is an Academy Award for scripting.

By completing this unit, you will understand scripts and the part they play in a range of media products. Learners will be able to generate a range of ideas and then use one of these ideas to produce a script for a media product in response to a client brief.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand scripted elements for a range of media products	1.1 to analyse scripts, i.e. <ul style="list-style-type: none"> • language • format and layout (e.g. generic conventions) • three-act script • angle of article • style, i.e. <ul style="list-style-type: none"> ○ single-stranded ○ multi-stranded ○ linear ○ non-linear • type (e.g. fiction, non-fiction) 1.2 scripted media products, i.e. <ul style="list-style-type: none"> • film, e.g. <ul style="list-style-type: none"> ○ UK ○ European ○ World cinema • TV, e.g. <ul style="list-style-type: none"> ○ news broadcasting ○ soaps ○ documentaries ○ dramas • radio, e.g. <ul style="list-style-type: none"> ○ drama ○ current affairs programmes ○ news • computer games, e.g. <ul style="list-style-type: none"> ○ scripts for computer games

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to generate ideas and plan the script for a media product, in response to a client brief</p>	<p>2.1 ideas for scripted elements, i.e.</p> <ul style="list-style-type: none"> • style • content • narrative • genre • audience record ideas (e.g. storyboard, spider diagrams, mood boards, script) • brief interpretation <p>2.2 script elements defined, i.e.</p> <ul style="list-style-type: none"> • protagonist (e.g. the main character, hero, audience appeal) • characters – cast and supporting cast and what is required for each (e.g. character(s), number of actors, when any character speaks, dialogue (e.g. speeches between characters)) • plot points (e.g. incident, lock-in, first culmination, main culmination, twist) • order of events (e.g. sequence, act divisions, continuity) • list of scene headings (e.g. a short description of the scene location and time of day) • actions, directions (e.g. moving pictures we see on screen, the direction given by a director indicating that filming begins) • parenthetical (e.g. try to accent a character's speech – as in Bob (wryly) – an inflection to a speech noted by a writer) • extensions (e.g. a technical note placed directly to the right of the character's name that denotes how their voice is heard) • transition (e.g. notation denoting an editing transition) • shot, what the camera sees, (e.g. wide shot, tracking shot) • writing finished within the budget <p>2.3 conventions, i.e.</p> <ul style="list-style-type: none"> • title page (e.g. title, writers name) • formatting (e.g. correct font, margins and breaks) • sluglines (e.g. before each scene, setting the scene and characters) • timings (e.g. one page per minute)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to produce the script for a media product, in response to a client brief</p>	<p>3.1 documentation including, i.e.</p> <ul style="list-style-type: none"> • description of action and scene • dialogue • music/sound effects <p>3.2 industry-standard formatted documents for fiction and nonfiction products</p> <p>3.3 evaluation, i.e.</p> <ul style="list-style-type: none"> • have needs/expectations been met for client brief/target audience? • client likes/dislikes • relevant changes • is the content of the product correct (based on form and style)? • does it meet legal/ethical requirements? • script errors/review (e.g. addition of camera directions for script) • pre-production script content and usage (e.g. plot, storyline, location, props, cast members)

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand scripted elements for a range of media products	P1: Explain how different scripted elements are used to develop media products		
2. Be able to generate ideas and plan the script for a media product, in response to a client brief	P2*: Generate script ideas for scripted elements of a media product <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
	P3*: Create a plan to support the writing of the script extract <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M1: Explain the conventions to be used in the formatting and layout of the extract	
3. Be able to produce the script for a media product, in response to a client brief	P4: Write the planned extract to meet the client brief		D1: Evaluate how the written extract meets the requirements of a pre-production script

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Understand scripted elements for a range of media products

P1: P1: Learners are required to explain how different scripted elements are used for media products as specified in the teaching content. Learners should discuss each of the different scripted elements and each of the different media areas, with reference to at least one scripted media product from each of the four media areas (e.g. UK film, TV soap, radio drama, computer game). Learners must clearly identify which media area they are describing. Evidence could be in the form of annotated written media, a written report or an audio-visual commentary over a script of a film or TV programme. Learners could use sources such as the internet, published material, films, DVDs or TV.

LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief

P2: Learners are required to generate ideas for scripted elements of a media product for a client brief. Reference to the elements they have researched in LO1 to ensure that they have developed enough depth to their ideas. The evidence for this could be presented as a spider diagram, storyboard, sketches or a written synopsis of their ideas.

P3: Learners are required to create a plan to support the writing of the different scripted element ideas identified in P2. This should be evidenced as an extension to that which has been presented for P2, including pre-production planning materials.

M1: Learners are required to explain the conventions that they have used in the formatting and layout of their script extract. This can be evidenced using a formal report or an annotated version of their script.

LO3 Be able to produce the script for a media product, in response to a client brief

P4: Learners are required to create a full complement of scripted extracts to an original idea in line with a client brief. Learners must be able to identify the style of script, its content, narrative, the genre of writing and the target audience in response to a client brief. This must be evidenced in the most appropriate industry-standard format for the given scenario. The evidence must be a formal script.

D1: Learners are required to evaluate the scripted elements and explain how the written extract meets the requirement of the client brief and pre-production script materials. The evaluation could be evidenced using audio or audio-visual recording of feedback (or a questionnaire with a summary of findings) to supplement a written report or presentation (with detailed speaker notes).

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is an optional unit in the Digital Content for Interactive Media and Moving Image and Audio Production specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could undertake work experience with a local theatre company, game design company or TV production company, in generating ideas for scripted elements.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A guest speaker from a relevant local company could present/co-teach their experiences and give guidance to learners on developing their own scripted elements.
4. Industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more

ocr.org.uk/digitalmedia

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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