



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

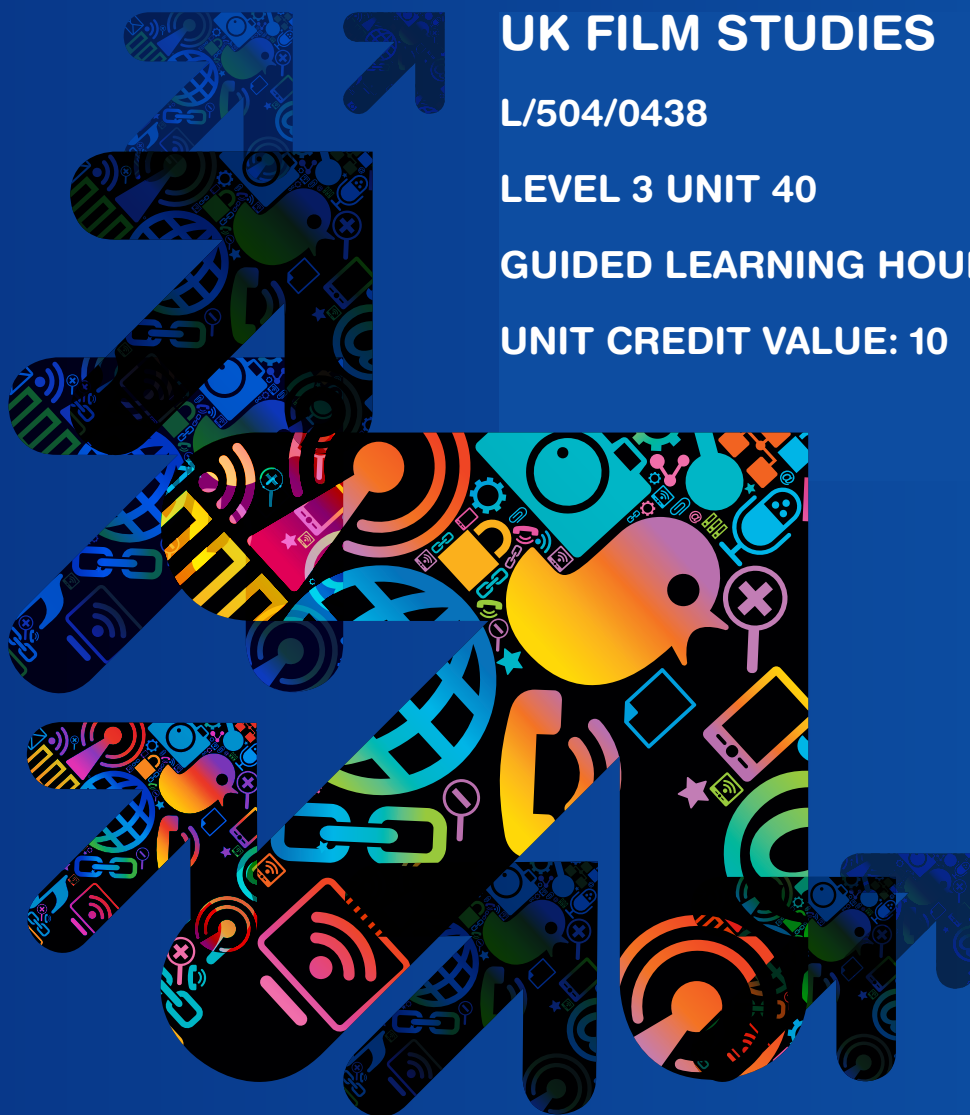
UK FILM STUDIES

L/504/0438

LEVEL 3 UNIT 40

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



OCR 

UK FILM STUDIES

L/504/0438

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand the structure and organisation of the UK film industry. Learners will be able to plan a UK film production, and will pitch their planned idea to a producer. They will understand the importance of gaining and evaluating feedback.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the structure and organisation of the UK film industry	P1 Learners investigate the UK film industry through a case study focused on one UK production company, including: a) structure b) products c) production process d) marketing/promotion of one film produced by the company e) distribution f) market position g) audience		
2 Be able to plan an original UK film production	P2 Learners plan an original UK film, including: a) treatment b) suggested cast/stars c) target audience d) budget, funding e) production schedule with launch date and contingency plans f) relevant legal and/or ethical issues g) classification	M1 Learners create a detailed plan for an original UK film. The treatment includes key scenes in addition to the title, running time, synopsis and character list. Appropriate suggestions are made for casting that relate to the proposed production	D1 Learners create a comprehensive plan for a viable original UK film, and justify ideas in relation to current trends in the UK film market. The production schedule is detailed and identifies a number of days for a range of filming and editing activities. The launch date, budget and possible funding opportunities are realistic for a UK production company
3 Be able to produce sample materials for a planned original UK film production	P3 Learners produce competent sample pre-production materials for their planned original UK film	M2 Learners produce sample production materials for their original UK film. The production material is generally of a good technical standard	D2 Learners apply post-production techniques to the sample production materials. The post-production techniques applied are generally of a high technical standard and materials are edited within the intentions of the planned original UK film
4 Be able to deliver an effective pitch or presentation for a new UK film	P4 Learners deliver a pitch or presentation to a producer, covering key aspects of the plan for a new UK film, for feedback, including: a) treatment b) budget c) production schedule with launch date d) proposed cast/stars e) target audience f) sample materials	M3 Learners are able to deliver an effective pitch or presentation. The content of the pitch or presentation is detailed and includes relevant aspects of their investigations into the UK film industry	
5 Be able to evaluate feedback gained on a pitch or presentation for a new UK film	P5 Learners evaluate the potential success of the plan based on feedback received from the producer. They suggest changes to the plan based on the feedback received.		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

Understand the structure and organisation of the UK film industry

For example:

- a) independent film making, collaborations, funding, definition of what constitutes UK film, corporate involvement
- b) UK films that have been produced - UK stars, UK directors, UK locations, UK narrative themes, UK realism; style and content (e.g. camera shots, editing), meaning created through elements (e.g. music, lighting, stars, props, costumes), meaning created through semiotics (e.g. connotation, denotation, signification, iconography), meaning created through techniques (e.g. use of camera techniques, editing, sound, visual effects)
- c) pre-production, production and post-production
- d) marketing and promotion, e.g. magazine features, TV/radio interviews with stars, fan websites, billboards, merchandising, product placement
- e) relationship to multinational companies (e.g. Warner Brothers, MGM), multiplexes, independent cinemas, DVD sales, pay per view, internet downloads
- f) strength of industry within world market, the appeal of UK films to the current UK audience, relationship with Hollywood, Bollywood, European and other film industries
- g) audience appeal – audience expectations in relation to the style, content and format of films etc.

Be able to plan an original UK film production

For example:

- a) title medium, running time, synopsis, key scenes, character list
- b) suggested cast (known stars/unknown actors), profile of leading star(s) and their unique selling point (USP)
- c) profile and size of intended target audience and the film's potential appeal to them
- d) budget based on professional rates including resources, personnel, feasibility, sources of funding (e.g. BFI, National Lottery, product placement)
- e) production schedule - dates, timings, activities, location, personnel, resources etc. contingency plan:- alternative

activities or dates if part of the production plan can not be followed at that time, a launch date relevant to the proposed genre of the film

- f) copyright, filming permission, royalties, representation, offensive material
- g) British Board of Film Classification (BBFC).

Be able to produce sample materials for a planned original UK film production

For example:

- pre-production – sample script; storyboard; fonts, title designs; set designs, costume designs
- production – sample filmed footage illustrating selected shots; lighting techniques, camera movements; Mise en scène; sample graphics, sample sounds, music
- post-production – edited short sequences demonstrating; use of transitions; application of effects; edited samples of music; edited graphics.

Be able to deliver an effective pitch or presentation for a new UK film

For example:

teacher in role of producer – formal meeting, written report, verbal presentation etc.

- a) title medium, running time, synopsis, originality of idea
- b) budget based on professional rates, including resources, personnel, feasibility, sources of funding e.g. BFI, National Lottery, product placement
- c) production schedule – dates, timings, activities, locations, personnel, resources etc., a launch date relevant to the proposed genre of the film contingency plans:- alternative activities or dates if part of the production plan can not be followed at that time, a launch date relevant to the proposed genre of the film
- d) suggested cast (known stars/unknown actors), profile of leading cast and their unique selling point (USP)
- e) profile and size of intended target audience and the film's appeal to them
- f) pre-production – sample script, storyboard, fonts, title designs, set designs, costume designs

- g) production – sample filmed footage illustrating selected shots, lighting techniques, camera movements; Mise en scene, sample graphics, sample sounds, music
- h) post-production – edited short sequences demonstrating; use of transitions, application of effects, edited samples of music, edited graphics.

Feedback could take the form of a written report, written or verbal response (supported with a witness statement).

Questionnaire, audio-visual/audio recording, feedback form.

Be able to evaluate feedback gained on a pitch or presentation for a new UK film

For example the review could consider:

- have needs/expectations been met for the producer
- producer likes/dislikes
- is the content correct (based on form and style).

Written analysis, graphical analysis, summary of feasibility.

DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with other units including 10, 11, 17 and 41.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If Learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

P1: It may be helpful for learners to look at case studies supported by teacher led discussions, in order to understand the UK film industry, its processes and products. It may also present an opportunity, where possible, for learners to undertake visits to relevant organisations, or for the centre to arrange visits from guest speakers or practitioners. Learners may also find the BFI or other company/institution websites, or published information useful sources for their exploration, they may also wish to use other sources including business libraries, trade magazines for example. Learners could use relevant examples from the chosen production company when illustrating its appeal to the audience. This will also help students considering the market position of the chosen company, as they can relate their investigations to the success of the products produced by the company within the film industry. Suggested evidence could include a written report, audiovisual presentation of the material, wall chart diagram, information sheets, a slide show with supporting notes, blog.

P2/M1/D1: It may be helpful to use case studies to make learners aware of the legal and ethical issues applicable to film products when they are planning their UK film product, so it may be helpful for learners to debate these issues through class discussions considering issues such as copyright, royalties, representation. Learners may find it beneficial to utilise online sources of information such as the British Board of Film Classification (BBFC). Work could be evidenced in written format, letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the film they are planning. When considering casting for the production learners may find it useful to investigate the profiles and careers of their considered cast and they may also find the Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) a useful source of current rates of pay for inclusion in the budget. Learners should where possible use industry standard formats for their treatment, production schedule and budget.

P3/M2/D2: Learners should, where possible, work to a deadline and following industry linked practices when producing their sample material. Learners may benefit from skills development workshops run by the teacher or a relevant practitioner, which focus on the skills required to develop their sample materials, i.e. filming or three point lighting workshops for example. It is important to evidence each stage of the process from pre-production i.e. script, storyboard - which should be industry standard documentation to production, which could be evidence by a witness statement, photographs of the production process etc. and finally to post-production including

P4/M3: Learners should endeavour to pose probing questions about their product when seeking feedback. Learners should present to the producer, where possible, or a teacher in the role of a producer. The presentation should include the material to cover the requirements for grading criteria P3. Learners should consider the space in which the presentation will take place to ensure that it is well laid out, the equipment is fully functional and in relation to the needs of the producer, or teacher in the role of producer. Learners evidence could include a slide presentation, however they will need to consider how to present the appropriate sample material, whether this is through an audiovisual medium, photographic evidence in handouts, set box designs, audio samples of music etc. Learners

should provide a verbal introduction to the presentation and also provide the producer or teacher in role of the producer with an opportunity to provide feedback, this may include for instance a discussion with the producer on the feasibility of the plan for an original UK film, a questionnaire, a recorded interview or alternatively hold a question and answer session. It is important that the learner records the outcomes of the discussion, question and answer session, which could be in written format or an audio recording. If working as a group, learners should ensure that they have identified their contribution to the planning and execution of the presentation, so it is advisable that a witness statement provided by the producer or teacher in role could be included as evidence for the criteria. Feedback should be based on the content of the presentation and the individual learner's contribution.

P5: The evaluation could take the form of a written analysis or a recorded verbal presentation with supporting slide show containing images and diagrams which reflects the feedback gained from the producer or teacher in the role of the producer. Learners should consider what changes they would make to their original UK film in the light of the feedback gained, for instance changes they could make to dialogue, visuals, music, titling etc.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

Books

Honthaner, E (2001)	<i>The Complete Film Production Handbook</i> Focal Press (3rd edition)
BFI (2004)	<i>BFI Film and Television Handbook</i> BFI
Katz, E (2008)	<i>The Film Encyclopedia: The Complete Guide to Film and the Film Industry</i> Collins (6Rev edition)

Websites

www.filmlondon.org.uk

www.ukfilmcouncil.org.uk

www.bbc.co.uk/filmnetwork

www.bfi.org.uk

www.empireonline.com/

www.guardian.co.uk/film/film+tone/reviews

www.channel4.com/film/

LINKS TO NOS

Skillset - Production Film and TV (2005)

P1 Contribute ideas for productions

P3 Prepare a budget for the production

Skillset - Production Design (2003)

PD5 Communicate the visualisation of the production

PD7 Design and produce presentations using information technology



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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