



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

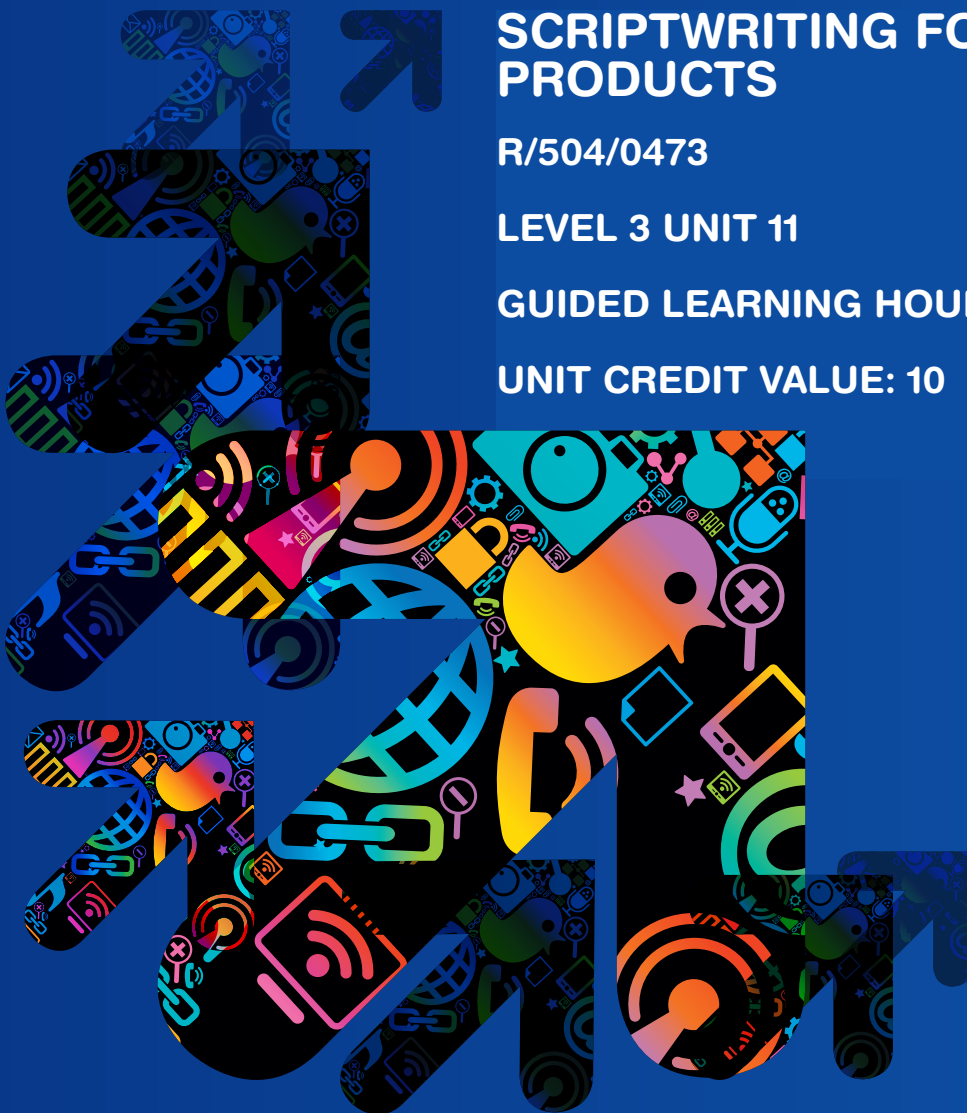
SCRIPTWRITING FOR MEDIA PRODUCTS

R/504/0473

LEVEL 3 UNIT 11

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



SCRIPTWRITING FOR MEDIA PRODUCTS

R/504/0473

LEVEL 3

AIM OF THE UNIT

By completing this unit learners 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. They will use feedback gained from a client to revise their script.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	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 scripted elements in a range of media products	P1 Learners investigate scripted elements in a range of media products, including: a) style b) content c) narrative structure d) genre e) target audience		
2 Be able to generate ideas for the scripted element of a media product, in response to a client brief	P2 Learners generate a range of ideas for the scripted element of a media product, in response to a client brief		
3 Be able to produce the scripted element of a media product, in response to a client brief	P3 Using one of the ideas generated, learners write a competent 5 – 10 minutes of scripted sound and action. Their script meets the requirements of the client brief	M1 Learners demonstrate proficient writing skills to produce a script with a good narrative structure. The processes and conventions used are appropriate for a script. The dialogue is appropriate for the storyline and characters	D1 Learners produce a script that is generally of a high technical standard and quality. They adapt the script for use as a shooting script by adding in camera operator directions
4 Be able to present the scripted element to a client for feedback	P4 Learners present their scripted element to the client for feedback	M2 Learners make purposeful and relevant changes to their script based on the client's feedback	
5 Be able to revise the scripted element using client feedback gained	P5 Learners review feedback gained from the client		

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 scripted elements in a range of media products

For example:

- language, house style
- three act script, layout, angle of article, generic conventions, mode of address
- single stranded, multi stranded, linear, non-linear
- fiction, non-fiction
- by age, gender, interests, spending power, lifestyle.

The range of scripted media products may include, for example:

- scripts for film – UK, European and World cinema
- scripts for TV – news broadcasting, soaps, documentaries, dramas
- scripts for radio – drama, current affairs programmes, news
- computer games – script for computer games, role play, strategy, game play.

Be able to generate ideas for the scripted element of a media product, in response to a client brief

Record ideas, for example:

spider diagrams, mood boards.

Brief could be set by a client, or tutor acting as client.

Be able to produce the scripted element of a media product, in response to a client brief

For example, consider:

- description of action and scene, dialogue, music/sound effects, game play.

Consider following the same format as industry standard formatted documents for fiction and non-fiction products.

Be able to present the scripted element to a client for feedback

For example:

- Script could be sent to client for feedback via email, or during a presentation/meeting with client.

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

Be able to revise the scripted element using client feedback gained

For example, for your review consider:

- 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.

For example, revisions might include:

- addition of camera directions for script.

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 the other practical production units, for instance 16, 17, 18, 19, 20, 21, 40, 42, 43, 46, 47, 53, 54, 55, 64, 65.

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: Learners should be encouraged to look at a wide selection of written formats in a range of media. This could be taught in class led investigations and discussions. Learners could then be encouraged to use their own experiences and interests to conduct their own investigations into written formats. They can evidence this by annotated written media, written report, an audiovisual commentary over a script of a film or TV programme. Learners could use sources such as the internet, published material, films, DVDs or TV.

P2: The brief could be from a real client or the teacher in the role of the client. Whilst the brief should reflect the vocational nature of the course, it should also be achievable given the resources available in the centre. It is suggested that learners could be encouraged where possible to discuss their ideas in a teacher led class discussion and that learners should record their ideas as evidence of their work. At this stage learners should try to generate a range of ideas and not restrict the possibilities based on their investigations of existing media products in P1. Suggested evidence could be produced as

mood boards, spider diagrams, sketches or a written synopsis of their ideas.

P3/M1/D1: It is important, wherever possible, that learners should use industry standard formats and technology. It may be useful for learners to have a practical unit in mind when generating ideas for the outcome for these grading criteria. Scripts should indicate scene changes, locations and periods/times of day. They should also indicate relevant sound i.e. dialogue and action, which could be physical action or actors or objects within the scene plus description of location. The shooting script will include all these elements in addition to camera directions in terms of shot framing (size, angle and relevant movement of the camera). Learners may wish to include additional information on the shooting script including relevant sound effects, music and timings depending on the media product they are planning. As a general rule and not an absolute, one page of script equates to one minute of action on the screen.

P4/M2: Learners should endeavour to pose probing questions about their product when seeking feedback. Evidence of feedback could take the form of written or verbal feedback, it is suggested that if the feedback is in verbal form the learner makes some form of audio or audiovisual recording of the feedback. Some suggested ways of recording feedback include a completed questionnaire, an audio or audiovisual recording of the feedback, a written report, written response via email. Learners' work should be supported by a witness statement from the client or teacher in role, as the client.

P5: Learners should review their script based on the feedback gained. They should consider the appropriateness of the script, its strengths and weaknesses, any constraints they have identified or gained through feedback and whether their script will appeal to the target audience. Learners should make relevant and purposeful changes to the script which is based on client feedback visions such as changes or additions to dialogue, action, narrative, camera directions in the shooting script 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

Ballon, R (2004)	<i>Blueprint for Screenwriting</i> Routledge
Hennessy, B (2005)	<i>Writing Feature Articles</i> Focal Press (4th edition)
Dick, J (1996)	<i>Writing for Magazines</i> A&C Black Publishers Ltd
Friedlander, EJ & Lee J (2003)	<i>Feature Writing for Newspapers and Magazines: The Pursuit of Excellence</i> Allyn & Bacon (5th edition)
Dille, F & Platten JZ (2006)	<i>The Ultimate Guide to Video Game Writing and Design</i> Lone Eagle Publishing Company

Websites

news.bbc.co.uk/1/hi/school_report/6180944.stm

ukfilmcouncil.org.uk

www.bfi.org.uk

www.bbc.co.uk/worldservice/arts/features/howtowrite/index.shtml

LINKS TO NOS

Skillset – Broadcast Journalism (2003)

- B4** Produce written material for radio
- B5** Produce written material for TV or video
- B6** Produce on-line written material

Skillset – Broadcast Journalism (2003)

Skillset – Interactive Media and Computer Games (2009)

- IM23** Create narrative scripts for interactive media products



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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