



Higher National Unit specification

General information

Unit title: Computer Arts and Design: Scriptwriting (SCQF level 7)

Unit code: HG59 34

Superclass: KC

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Unit purpose

This Unit is designed to enable students to understand the core elements of stories and themes as structural devices within a narrative. It outlines the importance of plot, style, genre, tone and character development. Story analysis relevant to the learners chosen area should be carried out.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify the key narrative structures and devices in computer arts and design products.
- 2 Analyse the key narrative structures and devices in a chosen area of computer arts and design.
- 3 Write a premise, outline and script/narrative, which can be used for a project/brief in a chosen area of computer arts and design.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre, but learners are recommended to have a keen interest in story telling, plot and structure.

Higher National Unit specification: General information (cont)

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Core Skills

There are opportunities to develop the Core Skill of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit can be taught in conjunction with other Units which would allow for possible integration.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Identify the key narrative structures and devices in computer arts and design products.

Knowledge and/or Skills

- ◆ Visual, emotional and intellectual engagement of audience
- ◆ Episodic, thematic, associational, circular story structures
- ◆ Characterisation and character development
- ◆ Genre, time and place
- ◆ Visual grammar

Outcome 2

Analyse the key narrative structures and devices in a chosen area of computer arts and design.

Knowledge and/or Skills

- ◆ Techniques of engagement
- ◆ Relevance of genre
- ◆ Sequencing and structure
- ◆ Character and plot development

Outcome 3

Write a premise, outline and script/narrative, which can be used for a project/brief in a chosen area of computer arts and design.

Knowledge and/or Skills

- ◆ Engagement with audience
- ◆ Structure and sequencing
- ◆ Development
- ◆ Genre

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

Outcome 1

- ◆ identify key narrative structures and devices in either a written report of at least 400 words or equivalent 5 minute oral/digital presentation.

Outcome 2

- ◆ analyse key narrative structures and devices in either a written report of at least 400 words or equivalent 5 minute oral/digital presentation.

Outcome 3

- ◆ deliver a written or oral Premise of 2–3 lines.
- ◆ deliver an Outline of at least 200 words.
- ◆ produce a Script/Narrative in a format that can be used for a project/brief which has a maximum duration of 2 minutes.
- ◆ present a project folder/log book as evidence of all work carried out by the learner as part of an existing project/brief.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The written work and or digital presentation/s should relate to many of the aspects covered within Outcome 1. The correct use of terminology is necessary and it must be appropriate to the medium chosen and the project/brief.

The teaching of Outcome 1 could cover some of the following narrative structures:

- ◆ Linear, Episodic, Thematic, Associational, Circular.
- ◆ General story types that could be discussed include: Romance; Unrecognised Virtue, Fatal Flaw, Debt that Must be Repaid, Spider and the Fly, Gift taken away, Quest, Rites of Passage, Wanderer, Character who Cannot be Put Down or similar story types.
- ◆ Other areas are the dominant antagonistic force, the journey a particular character takes in the course of the story.
- ◆ Examples of Genre such as: dramatic, tragic, romantic, situation, investigative, romantic, comedy, thriller, horror, could be discussed and explained.
- ◆ 'Location, Time, Date' could be covered. Examples could be provided of dominant active questions that drive plots and the sequencing of events that provide the most interesting ways of telling the stories.
- ◆ 'Explain Plots' which consist of combinations of individual stories and themes that are expressed in the form of dramatic scenes.
- ◆ 'Discuss character development': External elements — which give the dominant impressions, eg sex, age, hair, movement, verbal expression, sexuality, appearance, etc. and inner elements — which give the dominant attitude eg intelligence, extrovert/introvert, temperament, self-image, attitude to violence, etc.
- ◆ Plot options of twist in the tail, jack in the box, the circle, the interview, the journey, character crisis, the poem could be considered. The basics of 'visual grammar', shot size, point of view, editing technique, etc and their importance in storytelling could also be introduced.

Examples of scripts layouts for TV and film, scene extracts, short animations, could be shown and discussed.

Higher National Unit Support Notes (cont)

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Outcome 2

The written work and or presentation/s should relate to many of the aspects covered within Outcome 1. The use of correct terminology should be encouraged, with the learner assisted where necessary by the lecturer to make selection of an existing story that will be appropriate for the medium chosen for their project/brief.

Outcome 3

The student's premise should take the form of 2–3 lines only that essentially captures the essence of the story. Outlines should ideally be discussed within workshop in small groups of students. The Outline needs to be of at least 200 words or equivalent, and the Script/Narrative in an appropriate format that can be used for a project/brief which has a maximum duration of 2 minutes.

The protagonist/antagonists, their motivation and active questions should be evident within the final narrative. The completed Story /Script/ Narrative should be appropriate to the medium in which the material would be delivered. This should be presented in written form or correctly formatted digital media.

Guidance on approaches to delivery of this Unit

The content of the story/narrative that the learner compiles for Outcome 3 should be assessed for its originality, structure and the emotive engagement with the audience, be it in a short film, animated sequences or a computer based project. If, however, it were an adaptation of an existing story, then the student's unique approach and personal reflection on this would be the main focus of evaluation.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessments for Outcome 1 and Outcome 2 will take the form of a written report and/or a short oral/digital presentation answering key questions about the chosen story/subject area. It would be possible to combine Outcome 1 and Outcome 2 if required. Individual or group assessment may be appropriate depending on the chosen style of delivery.

The final written work for LO3 should be assessed on its suitability for application to a project/brief. Evidence for group work should include a project folder/log book showing the development of the idea, key decisions, and some detail of individual contributions. This could include self/peer evaluation if appropriate to the delivery.

Higher National Unit Support Notes (cont)

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Assessment Guidelines

Outcome 1

Evidence should be contextualised within both contemporary and historical narrative structures and devices. Learners should also identify the key narrative structures and devices and collate them to demonstrate that they have an understanding of their application. audio or video records or a computer based presentation with associated notes could be used.

The assessment of this learning Outcome could be combined with Outcome 2. Individual or group assessment may be used depending on the learners' chosen style of delivery.

Outcome 2

The learner should demonstrate they have the ability to contextually analyse existing computer art and design products within their chosen area.

The presentation could demonstrate their own understanding and evaluation of these through examples selected from their chosen area. The learner should use terminology with reference to their chosen media area.

The assessment of this Outcome could be combined with Outcome 1 as part of a single assessment showing the learner's understanding of work taught in Outcome 1 and applied in Outcome 2. Individual or group assessment may be appropriate depending on the chosen style of delivery.

Outcome 3

Evidence presented should use terminology appropriate to the Learner's chosen media area. Written work should demonstrate the ability to apply key narrative structures and devices to the project/brief. The key stages of development and self/group analysis of these within the sequencing of the project/brief should be evidenced in a project folder/log book along with their Premise, Outline, and Script/Narrative.

This learning Outcome may be integrated as part of an existing project/brief. The learner/group should demonstrate that they have produced a written concept that can be applied to a project/brief.

If the project is undertaken under group conditions, the work project folder/log book showing the development of the idea, key decisions, should show detail of individual contributions. This could include self/peer evaluation if appropriate to the delivery.

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners have to research and present a premise, outline and short script which demonstrates analytical and interpretive skills in response to a given brief. The production of a project folder recording activities and justifying creative approaches will provide an additional opportunity to develop skills to a professional standard and format.

Communication skills are not discretely assessed but learners will be expected produce and present evidence responses using appropriate terminology and formats. All written and oral communication should convey key concepts with impact, effectively designed to meet the needs of purpose and audience. Oral presentations should demonstrate that learners are able to:

- ◆ collate, organise and structure accurate information effectively.
- ◆ signpost key points.
- ◆ select and produce digital support materials with impact.
- ◆ use appropriate non-verbal communication techniques.
- ◆ respond to any questions in a way that progresses communication.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to enable you to understand the core elements of stories and themes as structural devices within a narrative. It outlines the importance of plot, style, genre, tone and character development. Story analysis relevant to your chosen area should be carried out. On completion of this Unit you will be able to:

- ◆ identify the key narrative structures and devices in Computer Arts and Design products
- ◆ analyse the key narrative structures and devices in a chosen area of Computer Art and Design
- ◆ write a premise, outline and script/narrative, which can be used for a project/brief in a chosen area of Computer Art and Design

This Unit may be integrated with one of your other projects or briefs.

In Learning Outcome 1 you may identify the following:

- ◆ narrative structures
- ◆ general story types
- ◆ examples of Genre
- ◆ explain Plots
- ◆ discuss character development
- ◆ discuss Plot options

Outcome 2

You will analyse key narrative structures and devices used in Scriptwriting such as:

- ◆ techniques of engagement
- ◆ relevance of genre
- ◆ sequencing and structure.
- ◆ character and plot development

Outcome 3

For Outcome 3 you will write a Premise, Outline and Script/Narrative.

A Premise of your project should take the form of 2–3 lines only, that essentially captures the essence of the story/project. Your outline needs to be of at least 200 words or equivalent, and should ideally be developed within small groups of students before being presented along with your script/narrative for a project of 2 minutes duration.

Your completed Story/Script/Narrative will be presented either in a written format or on appropriate digital media.