National Unit Specification

General information

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Unit code: HW4V 46

Superclass:	KA
Publication date:	October 2017
Source:	Scottish Qualifications Authority
Version:	1

Unit purpose

This unit will provide an introduction to film and the film industry.

Learners will be introduced to both technical and narrative codes in film through viewing films or film extracts in a range of film genres. They will be encouraged to use correct film language terms when describing and explaining the codes, and to begin to analyse the combined effect of codes in given film texts.

Learners will also gain detailed knowledge and understanding of the film industry and current commercial factors that affect film production and distribution, including funding, marketplace developments and the impact of developments in technology on production, content and audience engagement.

This is a mandatory unit in the National Progression Award in Film and Media at SCQF 6 but can also be delivered as a free-standing unit.

Outcomes

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

1 Explain in detail technical codes in films.
2 Explain in detail narrative codes in films.
3 Explain in detail commercial factors affecting the film industry.

Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

National Unit Specification: General information (cont)

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Recommended entry to the unit

Entry is at the discretion of the centre.

Learners would benefit from having good communication skills and prior experience of *Information and Communication Technology (ICT)*.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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 is a mandatory unit within the National Progression Award in Film and Media, but can also be taken as a free-standing unit.

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**.

National Unit Specification: Statement of standards

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

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.

Outcome 1

Explain in detail technical codes in films.

Performance criteria

(a)   Explain the effects of technical codes in films.
(b)   Give examples of technical codes used in films from different genres.
(c)   Analyse the technical codes in a given text and their effect.

Outcome 2

Explain in detail narrative codes in films.

Performance criteria

(a)   Explain the effects of narrative codes in films.
(b)   Give examples of narrative codes used in films from different genres.
(c)   Analyse the narrative codes in a given text and their effect.

Outcome 3

Explain in detail commercial factors affecting the film industry.

Performance criteria

(a)   Analyse different ways in which film production is financed.
(b)   Analyse different options for the distribution, marketing and promotion of films.
(c)   Investigate current marketplace developments affecting the film industry.
(d)   Investigate current developments in technology which are affecting the film industry.
(e)   Analyse the impact of funding, marketplace developments and developments in technology on production, content and audience engagement.

National Unit Specification: Statement of standards (cont)

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Evidence requirements for this unit

Written and/or oral recorded evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Assessment for all outcomes is under open-book conditions.

The learner must provide:

**Outcome 1** — written and/or recorded oral evidence which includes:

♦ An explanation of what is meant by technical codes, which should cover:
  — camera
  — lighting
  — sound
  — editing
  — mise-en-scène
♦ Examples showing the use of each technical code in at least three chosen films from different genres.
♦ An analysis of the effects of technical codes in an unseen film text.
♦ Accurate use of correct film language terms when explaining and analysing codes.

Outcome 2 — written and/or recorded oral evidence which includes:

♦ An explanation of what is meant by narrative codes.
♦ An explanation of the relation of genre to narrative and narrative conventions.
♦ Examples showing how narrative codes are used in at least three chosen films from different genres.
♦ An analysis of the effects of narrative codes in an unseen film text.
♦ Accurate use of correct film language terms when explaining and analysing codes.

Outcome 3 — written and/or recorded oral evidence which includes:

♦ Analysis of three different ways in which film production may be financed.
♦ Analysis of two different options for distribution of films.
♦ Analysis of three different approaches to the marketing and promotion of films.
♦ Research into current marketplace developments affecting the film industry
♦ Research into current developments in technology which are affecting the film industry
♦ Analysis of the impact of funding, marketplace developments and developments in technology on production, content and audience engagement.
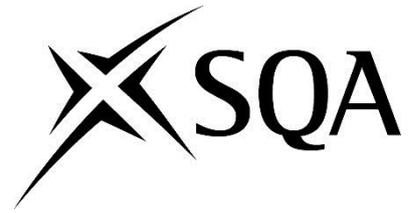
National Unit Support Notes

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

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

This unit is broadly aligned to the following National Occupational Standards set by the following Sector Skills Councils.

Creative Skillset

SKSGI1   Research information required for work in the creative industries

SKSGI2   Present ideas and information to others in the creative industries

Creative and Cultural Skills

CCSFL36 Keep up to date about the subsector in which you work

Learners will be introduced to technical and narrative codes by watching, discussing and comparing a range of films or film extracts in different genres (such as action, fantasy, science fiction, romantic, thriller, horror, period drama, western and comedy).

By the end, learners should be able to distinguish clearly between different genres and identify technical and narrative conventions associated with specific genres.

Accurate use of correct film language terms will be encouraged. For example, when analysing technical codes, learners should be able to:

♦ accurately identify shot types using the correct terms to describe camera movement, angles and composition (pan, tilt, dolly, tracking shot, crane; high angle, low angle, reverse shot, close-up, medium shot, long shot, two-shot, etc. and combinations of these).
♦ describe lighting using terms such as warm, soft, high key, low key.
♦ distinguish between diegetic and non-diegetic sound, spot effects and atmos or buzz tracks.
♦ identify different editing techniques with reference to pace, transitions, screen direction, eye line, composition.
♦ describe mise-en-scène with reference to its different components such as set, costume, staging of actors, colour and so on, as well as lighting, camera and sound.

National Unit Support Notes (cont)

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Learners should be encouraged not only to identify individual codes but also to examine how they are used together to create atmosphere, meaning and impact.

Where possible, learners should be encouraged to relate technical codes to relevant jobs within the industry, for example by discussing the role of production designer and director of photography in creating mise-en-scène.

When explaining narrative codes, learners should be able to describe different features such as structure, characterisation, narrative point of view, theme and different methods of audience engagement. It is important that these are not considered in isolation, or as abstract concepts, but the emphasis should be placed on explaining narrative codes in different contexts in which they are applied. For example, a learner should be able to analyse the structure of a particular film by referring to key features such as flashbacks or a frame narrative; or analyse how a filmmaker has used costume and dialogue in the portrayal of a particular character.

It is suggested that at this level learners could be encouraged to go beyond the identification of individual elements to gain a basic understanding of semiotics, for example through learning about:

♦ Enigma codes
♦ Action codes
♦ Symbolic codes

Outcome 3 is concerned with film as a commercial product, and the film production industry.

Learners should be introduced to a range of methods for financing film production such as: studio finance; investment; local and national government sponsored funding schemes, tax relief and incentives; sponsorship and product placement; crowd-funding and any other relevant method.

The distribution, marketing and promotion of films should include reference to cinema outlets, DVD and streaming options; the role of the festival circuit and awards ceremonies; the role of stars in promoting movies; merchandising, and so on. It is likely that investigation of marketplace and technological developments will add to this, for example where media convergence offers new opportunities for promoting films.

The current cultural, political and economic context should be taken into account. For example, when explaining the impact of commercial factors on production, content and audience engagement, a learner might use a case study where the content of a film was changed in order to gain distribution in a particular territory; or they might cite the diversification of cinemas into screening national sporting events and theatre performances as an effect of falling audience numbers for films.

National Unit Support Notes (cont)

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Guidance on approaches to delivery of this unit

The performance criteria for each outcome are designed to be progressive, so that there is an emphasis on tutor-led learning at the beginning, learners then have an opportunity to undertake their own research, and finally they contextualise their learning.

It is recommended that learners should be introduced to a range of films in class. Tutor-led discussions should enable learners to identify technical and narrative codes in context. Learners should then be able to apply what they have learnt to other film texts.

At this level it is recommended that learners take some responsibility for their own learning. They could be asked to identify tropes associated with filmmakers of their choice then be encouraged to watch and analyse other films, to visit film review sites and read film magazines and to carry out research on the internet within a clear framework of tasks.

Learners could be introduced to organisations which support the film industry, such as FACT, PACT, BAFTA, the MEDIA programme and so on, as a means of researching current issues and developments affecting the film industry.

Case studies might be useful for exploring commercial factors affecting the film industry, whether it is a case study of a particular film, or one which demonstrates the impact of a particular development or decision taken.

Guidance on approaches to assessment of this unit

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.

Evidence can be generated using different types of assessment. The following are suggestions only.

It is suggested that assessment of Outcomes 1 and 2 could be integrated.

♦ Explanation of codes and examples of their use could be gathered together in a folio, workbook or audio-visual presentation.
♦ Final assessment of an unseen film could include questions on both technical and narrative codes. It may be appropriate to make some part of this available to learners beforehand.

Outcome 3 might be covered by a single report on the film industry, or a case study (for example, of a particular film). This could be provided in any suitable way, for example in written form or by means of an oral or audio-visual presentation.

A report or case study could be supplemented by additional questions to ensure all aspects of the evidence requirements are covered.

National Unit Support Notes (cont)

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a learner is the learner's own work.

Time should be allowed for any necessary re-assessment

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 will be producing written and/or oral communication evidence as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Learners will also have the opportunity to develop aspects of the Core Skill of *Information and Communication Technology (ICT)*, should they choose to source information on the film industry from the internet, and where they choose to present their evidence using presentation software such as PowerPoint, Keynote or Prezi.

History of changes to unit

Version	Description of change	Date

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Film and the Film Industry: An Introduction (SCQF level 6)

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 is a mandatory unit in the National Progression Award in Film and Media at SCQF level 6 but can also be undertaken as a free-standing unit.

You will watch and analyse a range of different films, discussing the effects of both technical codes — camera, sound, lighting, editing and mise-en-scène — and narrative codes such as genre, structure, characterisation, setting, theme and ideology.

You will also research the film industry, analysing how films are funded, marketed and distributed, and exploring the impact of developments such as new technology or trends in audience behaviour and the popularity of different genres.

Activities will include watching films and film excerpts, research, discussion, and planning and producing a report, either in written form or as an oral presentation.

To achieve the unit you will analyse the use of technical and narrative codes in a range of films, and produce a report on the film industry.

There will be opportunities to develop a range of Core Skills in *Communication* and *Information and Communication Technology (ICT)*.

Working in Film

There are many different jobs in the film industry, and they each have a significant part to play. If you are a budding screenwriter, director, camera operator or locations manager, you need to understand how each of your roles contributes to what ends up on the screen. You also need to know what factors affect the way you do your job, and why.

The film industry is a significant sector of the economy, providing jobs and revenue. It is important to realise this, and to understand that the people funding films want to see a return on their investment.

Employers are looking for people who understand the demands of the market and the different factors that affect the making and distribution of films, not just those who have appreciation of film as an art form or an aptitude for visual storytelling. They are also looking for people who understand that film is a collaborative process, and that it involves hard work, specialist skills and knowledge, and the ability to keep up with change.