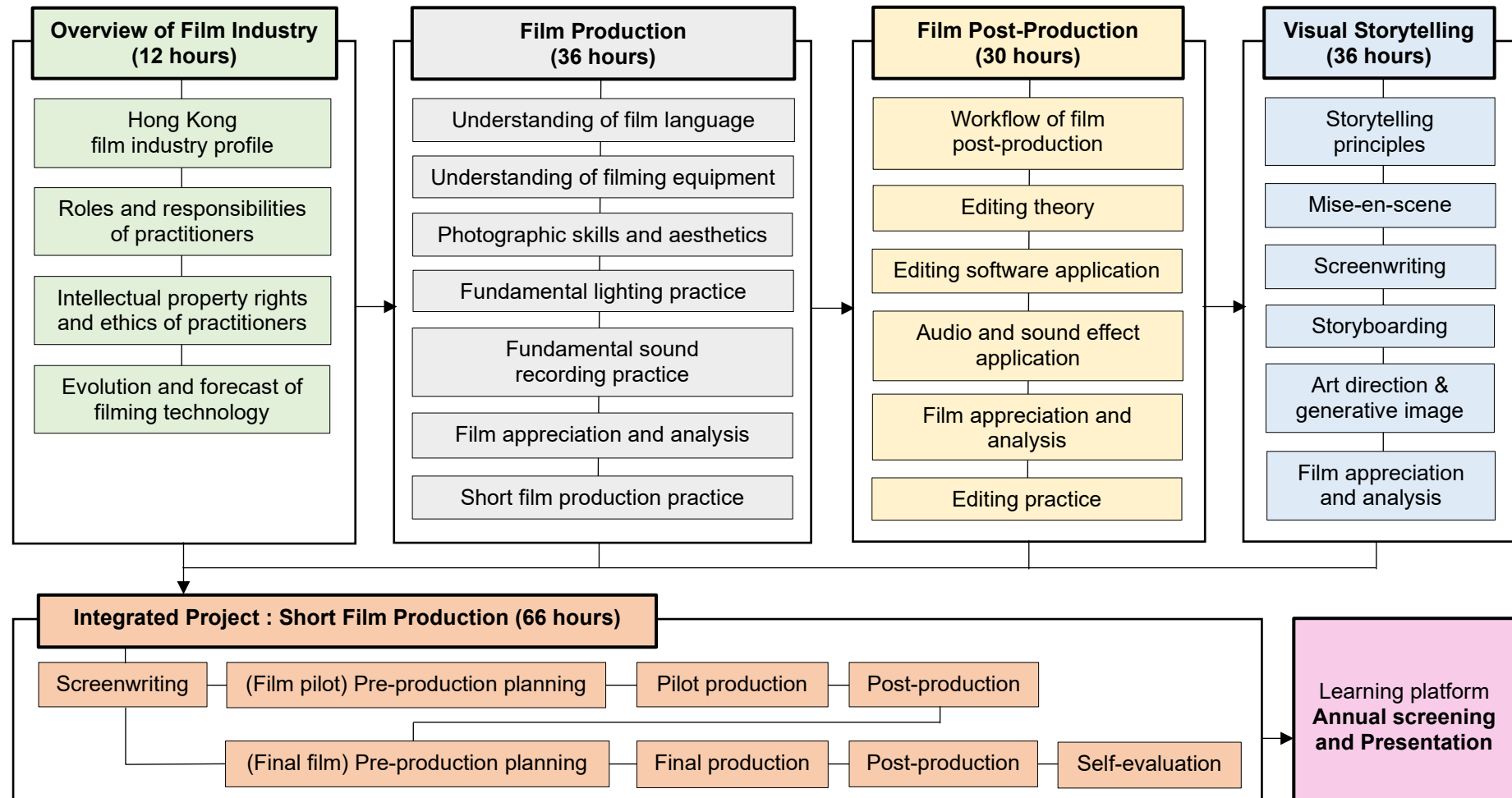


Applied Learning

2025-27 Cohort; 2027 HKDSE

Item	Description
1. Course Title	Film Production
2. Course Provider	Vocational Training Council
3. Area of Studies/ Course Cluster	Media and Communication/ Films, TV and Broadcasting Studies
4. Medium of Instruction	Chinese or English
5. Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ul style="list-style-type: none">(i) recognise the importance of the roles, responsibilities and ethics required of film industry practitioner;(ii) employ storytelling principles and methodology to construct and convey film ideas through screenwriting;(iii) demonstrate a basic understanding of scene design by showcasing a well-organised storyboard while utilising visual aids to enhance the visual storytelling process;(iv) express cohesive visual ideas by applying fundamental theories and practical skills in cinematography, sound design, and editing;(v) integrate teamwork skills and demonstrate the ability to organise, execute, and solve project-related problems; and(vi) enhance self-understanding and explore directions on further studies and career pursuits.

6. Curriculum Map – Organisation and Structure



7. The Context

- The information on possible further study and career pathways is provided to enhance students' understanding of the wider context of the specific Applied Learning course.
- The recognition of Applied Learning courses for admission to further studies and career opportunities is at the discretion of relevant institutions. Students who have successfully completed Applied Learning courses have to meet other entry requirements as specified by the institutions.

Possible further study and career pathways

Further studies

- e.g. courses related to film studies, film making, television and radio production, production management, film scripting and television programme writing, creative arts, transmedia, digital media and digital content development

Career development

- e.g. production officer, continuity clerk, screenwriter, research writer, digital content writer, camera operator, video editor and multimedia producer

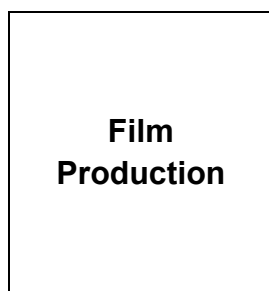
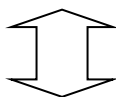
Complementarity with core subjects and other elective subjects

Enhancing and enriching, e.g.

- enhancing the writing skills of **Chinese Language** through script and creative writing practice
- students undertake an in-depth study of film production project and participate in the annual screening and presentation to integrate the related knowledge and skills acquired in their prior learning in **Chinese Language**
- enhancing the breadth and depth of **Visual Arts** by applying the design concepts (such as forms, shapes, patterns, colours and art media) through hands-on film production activities

Expanding horizons, e.g.

- students taking **Business, Accounting and Financial Studies, Physics, Chemistry** and/or **Biology** may broaden their views and enhance their all-round development through film appreciation



Relations with other Areas of Studies/ courses of Applied Learning

Creative Studies

- creative thinking cultivated in **Creative Studies** can enhance students' innovation which will be applied in the film production project

Services

- the customer-focus concepts from the area of studies of **Services** can contribute and be transferred to the customer service requirement in the film production project

Foundation knowledge developed in junior secondary education

The course is built upon the foundation knowledge students acquired in, e.g.

- **Chinese Language Education** and **English Language Education** – communication skills (oral presentation skills and writing skills)
- **Mathematics Education** – measurements and scale
- **Arts Education** – appreciation and critiques in arts
- **Science Education** – fundamental scientific concepts and inquiry skills
- **Technology Education** – computer knowledge and skills
- **Personal, Social and Humanities Education** – proper values and attitudes

8. Learning and Teaching

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in the film industry.

Different modes of activities are employed to provide students with a systematic understanding about the context (e.g. lectures to grasp the overview of the film industry development, roles and responsibilities of practitioners; group discussion to emphasise the importance of intellectual property rights and ethical considerations, and a forecast of the industry's future development and production technology through professional talks and sharing by industrial practitioners) and eye-opening opportunities to experience the complexity of the context (e.g. industry visits to film shooting locations, TV stations, news TV channels, post-production companies, and experience-sharing by professionals to widen students' horizons and to develop their appreciation of the film industry).

Students acquire an understanding of the requirements, fundamental knowledge and skills essential for further learning within the area through learning-by-practising opportunities in an authentic or near-authentic environment (e.g. film appreciation and critique on given film and video clips to discuss and analyse the narrative format, and hands-on activities in shooting and editing allowing students to apply their knowledge in film language and visual storytelling. Through these activities, students will build a solid foundation of knowledge and skills in filmmaking).

Students are given opportunities to consolidate their learning and demonstrate entrepreneurship and innovation (e.g. in the film production projects, students integrate and apply the knowledge and skills of filmmaking, such as screenwriting and visual storytelling knowledge to express interesting ideas, project organisation to develop management and communication skills, shooting and editing to produce a short film with appreciation value, self- and peer-evaluation to demonstrate analytical skills and critical thinking skills, and the annual screening and presentation to learn from peers and demonstrate creativity and achievements).

9. Curriculum Pillars of Applied Learning

Through related contexts, students have different learning opportunities, for example:

(i) **Career-related Competencies**

- apply basic film language and film production techniques (e.g. directing, cinematography, sound and scene design, and editing) in filmmaking;
- apply visual storytelling knowledge, such as screenwriting and storyboarding, to convey messages that address the needs of target clients;
- master the requirements of technical and creative roles involved in the film production process;
- be aware of major local and global developments in film context and social culture;
- integrate and apply the film production techniques and generic skills, including professional ethics, to produce a short film related to cultural and social issues to convey a message with proper values and attitudes; and
- explore the aptitudes and abilities required in the related career clusters in the film industry and develop a personal learning profile for further studies and career development.

(ii) **Foundation Skills**

- demonstrate communication skills in verbal, audio and visual forms during group discussions, written and verbal presentations, film critiques, production and presentation projects in film production content; and
- apply related information technology skills (e.g. editing software, motion graphic software, AI generative image).

(iii) **Thinking Skills**

- apply problem-solving skills, decision making skills, creative thinking skills in a short film production project (including organising and planning, creating, choosing, illustrating and producing); and
- upon appreciating and criticising film contents of different genres and platforms, develop an understanding of cultural differences, interdependency and relationships among different societies and civilisations; analyse the impact of social, economic and technological changes from regional and global perspectives.

(iv) **People Skills**

- illustrate self-reflection skills after receiving feedback from tutors and classmates during various learning activities, such as group discussions, to improve the skills in short film production and film critique;
- demonstrate self-management skills in project presentations, preproduction planning and preparation for assessments; and
- apply interpersonal, collaborative and team building skills through active interaction with tutors and classmates during lectures, brainstorming, group discussions, presentations and project work in a production team.

(v) Values and Attitudes

- comply with the principles of originality, copyright and intellectual property rights issues in planning, designing and producing project work;
- nurture the necessary work attitude in becoming a media personnel after participating in individual and group assignments and experiencing the whole film production process, including idea generation, pre-production planning (e.g. screenwriting, storyboarding, scheduling, location survey), shooting and editing; and
- demonstrate proper attitudes (e.g. enthusiasm and willingness to learn) through experiencing the evolvement from ideas to finished work in the hands-on applications and various learning activities.