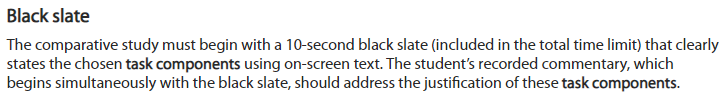
Peer Reviewing the Comparative Study

When given an option in bold (like **Yes/No)**, circle the answer. When given a blank or space for feedback, provide answers/descriptions.

You will review two video essays with your partner. To find the two, follow this pathway: Public Server > IB Film > Comparative Essay > --

**Part I: Beginning**

1. Does the student’s Comparative Analysis begin with this Black Slate requirement? **Yes/No**



2. Does their name appear (or do they say their name) on the video – this includes on the Black Slate or in the video anywhere? **Yes/No**

*All the following questions refer to after the Black Slate*

3. Does the student introduce the two films? **Yes/No**

If yes, what are the films? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Does the student introduce their film focus (ie: genre, film theory)? **Yes/No**

If yes, what is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part II: Body**

5. As you watch, take a tally of the number of resources they mention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

🡪 question above is throughout the video, the remaining ones are parceled by minutes

STOP the video after about 2 to 3 minutes (at a good breaking point).

6. Are there clear connections between the films and their film focus? **Yes/No**

*Regardless of yes or no above, underline any of the following that may be true (remember, just thinking about the first 2 or 3 minutes of the video):*

Film focus isn’t apparent or explained well

Only one film (not both) are discussed at this point.

Student hasn’t made many connections.

Student hasn’t given many examples

Examples/connections are weak.

7. At this point, what have you learned? Be specific: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Are you confused about anything? Be specific: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Continue the video and take a few notes/comments as you watch (feel free to pause the video to write down comments or discuss ideas with your partner).

|  |  |
| --- | --- |
| 9. Cool Feedback  *(I wish that you would…, I wonder if…)* | 10. Warm Feedback  *(I like the part that…, \_\_ was a great example)* |
|  |  |

Once you have finished the video, add any info above, then finish the questions below.

11. Questions you have:

**Part III : Time**

13. How long is the Comparative Essay: \_\_\_\_\_\_\_\_\_\_\_\_\_

14. If the essay is under 10 minutes (that is the maximum time), do you think the essay is thorough and complete? **Yes/No**

15. If you answered **no** above, on a scale of 1 (being least) to 5 (being most), how strongly do you feel that the student should add more commentary/content? **1 2 3 4 5**

16. Anything specifically they should include, elaborate on, etc (your notes above may help)?

|  |  |
| --- | --- |
| **A. Task components**  1. To what extent does the student provide a credible justification for the choice of task components (the area of film focus, two films and topic)?  2. To what extent does the student demonstrate knowledge and understanding of the task components and the cultural context of the two selected films?  3. To what extent does the student support their work with a suitable range of relevant sources?  *Students who fail to select films from two contrasting cultural contexts will not achieve a mark above 3 in this criteria*. | This work **is excellent** (10-12pts) as defined by:  1. The student provides a credible and persuasive justification for the choice of task components.  2. The student demonstrates an effective and highly appropriate knowledge and understanding of the identified task components and the cultural context of the two selected films. The student analyses the cultural context of the selected films and provides a credible and persuasive justification for the choice of task components.  3. The student references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. |
| **B. Comparing and contrasting**  4. To what extent does the student compare and contrast the selected films, making links to the chosen topic?  5. To what extent does the student support their comparative study with accurate film vocabulary? | This work **is excellent** (10-12pts) as defined by:  4. The student effectively analyses how the two films connect to each other and to the chosen topic, providing insightful, accurate and relevant observations regarding similarities and differences.  5. The comparative study is consistently and effectively supported with accurate film vocabulary. |
| **C. Assembling the comparative study**  6. To what extent does the student assemble the comparative study in a clear, logical, audible and visually appropriate manner?  7. To what extent does the student provide an equal treatment of the two films selected for study? | This work **is excellent** (7-8) as defined by:  6. The comparative study is logical and effectively organized, conveying information audibly and in a visually appropriate manner. It is substantiated by relevant and meaningful visuals and examples that are effectively and explicitly linked to the topic being discussed.  7. The student gives equal consideration to the two films throughout the comparative study. |