**IB FILM - COMPARATIVE STUDY**

***A guide to planning, researching and creating your IB Film Comparative Study***

**STEPS for this major task:**

\_\_\_\_\_ 1. **Choose a film focus** for your comparative study (film genre, film movements, film theory).

\_\_\_\_\_ 2. **Select two films** (from contrasting cultural contexts) for your comparison; **watch** your chosen films.

\_\_\_\_\_ 3. **Identify** at least two different cultural contexts for your two chosen films.

\_\_\_\_\_ 4. **Consolidate** your ideas and **develop** at least three different research questions (or at least three different research topics) topics for your study.

\_\_\_\_\_ 5. **Summarize** your two films. And seek-out the **screenplay** online.

\_\_\_\_\_ 6. **Finalize and select** your research question.

\_\_\_\_\_ 7. **Develop** the main points/arguments you will make about your topic.

\_\_\_\_\_ 8. **Collect evidence** from the films that support your argument.

\_\_\_\_\_ 9. **Research secondary sources** for information that supports your argument (esp. cultural context).

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| **Testing in IB Film** | **Not Testing** |
| \_\_\_\_\_ 10. **Write your narration** and plan the audio-  visual components of your video essay.  \_\_\_\_\_ 11. **Record, assemble and edit** your 10 minute  Comparative Study video essay.  \_\_\_\_\_ 12. **Create a Works Cited** document  (separately) once your Comparative Study is  finished. | \_\_\_\_\_ 10. Choose submission option:  a. Video Essay (6-12 minutes)  b. Tri-Fold Visual Presentation  🡪 depending, instructions will be forthcoming |

***Comparative Study Task Components from IB***

*For this assessment task, each student identifies, selects and researches each of the following* ***task components.***

*1. One area of* ***film focus****.*

*2. Two films for comparison from within the chosen area of* ***film focus****, one of which originates from a contrasting time (historical) or space (geographical) to the personal context of the student, and the other film identified for comparison must arise from a contrasting* ***cultural context*** *to the first film. Students are required to select films they have not previously studied in depth. The selected films cannot come from the prescribed list of film texts provided for the textual analysis assessment task and, once selected, the films cannot be used by the student in any other assessment task for the DP film course or the extended essay.*

*3. A clearly defined topic for a recorded multimedia comparative study, which links both the selected films and the identified area of* ***film focus****. Each student should invest time in researching, developing and honing their topic (which in most cases is likely to be expressed in the form of a research question) to ensure it is clear, focused and concise, in order to provide them with the maximum potential for success in this task. The topic should seek to enrich the student’s understanding of the chosen area of film focus and should avoid a plot-driven approach to comparison.*

[*The assessment criteria for this task*](https://ibpublishing.ibo.org/d_6_filmx_gui_1702_1/apps/dpapp/guide.html?doc=d_6_filmx_gui_1702_1_e&part=3&chapter=3&section=2) *requires students to provide a strong justification for the choice of* ***task components*** *as part of the recorded multimedia comparative study. This includes the student’s justification for how the films arise from contrasting* ***cultural contexts****.*

**1. Area of Film Focus**

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| **Film Focus**  - identify the broad focus area and then add specifics  - e.g. “THEORY - Auteur theory” or “GENRE - Horror” | **Justification for this Film Focus.**  - be as specific as possible |
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**2. Film Choices**

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| **Which films have you chosen for your Comparative Study?** (these are films from contrasting countries or eras)  e.g. *Bicycle Thieves* | **Year, Country, and Director of the film.**  e.g. 1948, Italy, Dir: Vittorio De Sica | **Watched Film?**  check box once you have watched the films |
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**3. Chosen Cultural Context**

Cultural context involves consideration of some of the following factors (some may be blended like socio-economic factors). *Think about this as the “WHY” – you are comparing two films, the reasons for similarities and/or differences stem from these factors.*  Highlight at least two factors below you can investigate.

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| Economic | Geographical | Historical | Institutional |
| Political | Social | Technological |  |

[Here are some details and questions](https://docs.google.com/document/d/15i4o-5YD38yNiCjbPi6-FTphWyKiyU69JuNGOWiCBTc/edit?usp=sharing) about the possible cultural contexts you can choose for this task.

**4. Research Question Possibilities**

Consolidate your thoughts above and develop at least **THREE** different research question possibilities. (FYI these may be shared to discuss strengths/weaknesses.)

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| **Your Chosen Area of Film Focus** | **Topic for Comparative Study**  - written as a research question |
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**5. Summarize your Films**

In no more than three sentences, summarize your two films. Then look for and add a link to the film’s screenplay – please try to locate the screenplay; if you cannot, write N/A in the box.

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| **Film Name:** | **Film Name:** |
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| **Screenplay link:** | **Screenplay link:** |

**6. Final Decisions, a summery**

Referring to your chosen films and your Research Question Possibilities (#4), select **one** to be your final topic for this Comparative Study. Note: [here are the examples from IB](http://www.msbacon.com/ibfilm/_2018-2019/CS_Intro_moviewatching.pdf) (slide 3)

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| **Your Film Focus** | **Film 1** | **Film 2** | **Cultural Context Factors** | **Topic for Comparative Study** - *written as a research question* |
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**7. Developing Your Topic**

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| **Develop 3-5 main arguments/sub-topics that can be made about your topic based on your research question and chosen film focus.** | **Brainstorm how you could support these arguments within your video essay/final product.** |
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**8. Selecting Supporting Evidence (Primary)**

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| **Identify at least 10 scenes from your chosen films that will help support the arguments you have outlined above.** - Screen clip a frame from each scene below or add link with the time code. | **Write notes about how this scene helps support your argument.** - Testers, these notes will help form your voice over narration; non-testers this will form your final product. |
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***Add more rows as needed.***

**9. Selecting Supporting Evidence (Secondary)**

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| **Identify at least 3-5 secondary sources (articles, books, websites, video essays, etc.) which provide information that help support your arguments being made**.  - IB Film Testers are required to have at least two book sources; non-testers must have one book source.  - In this column include the specific source citations. | **Summarize or copy/paste the specifics from the secondary source.**  - These sources should support and/or explain the connections between your observations/ analysis and the context of why (look at #3 above). |
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***Add more rows as needed.***

After this step, IB Film Testers and non-testers will have different expectations.