

IB Film Assessment Cheat Sheet

Comparative Study

Video essay comparing elements in two films

(External Assessment 30%)

- 1) Choose a film focus (film genre, film era/movement, film theory).
- 2) Within the film focus, choose two films from two different countries **OR two different time periods** that will allow you to make interesting comparisons.
- 3) Research and analyze the similarities and differences between the films.
 - a) include elements of the films' cultural context (economic, political, historical...)
- 4) Come up with a clearly defined topic for your comparative study.
 - a) topic should link the selected films to each other & the identified area of film focus
 - b) essentially think of it as a research question
- 5) Present your analysis in a recorded multimedia comparative study.
 - a) 10 minute max. length
 - b) should be balanced between visual and narrated elements
 - c) **use your film language**
 - d) make clear reference to sources as on-screen citations
 - e) and include a Works Cited

Teacher can give feedback on this only ONCE.

Due in December

Textual Analysis

Analytical research paper examining a selected scene.

(External Assessment 30%)

- 1) Choose from one of three films, watch the film & choose a scene to analyze (up to 5 min).
 - 2) Analyze and research:
 - a) how meaning is conveyed through the use of film elements
 - b) the film's cultural context
 - 3) In an essay, explain how the film elements relate to the cultural context of the film, to the film as a whole and, where appropriate, to other films.
 - a) 1,750 word (max.), MLA format, cited research
 - b) **use your film language**
 - 4) You have four weeks to complete this task.
- Teacher can read and give feedback on this only ONCE.

Due in February

**Turn Over for
IB Assessment Language**

Film Portfolio

Commentary/reflection and films from three production roles

(Internal Assessment 40%)

- 1) Work in three distinct film production roles (*director, cinematographer, editor, sound, screenwriter*)
 - a) Research the production roles and understand how each contribute to filmmaking
 - b) Understand industry practices and techniques required to work in the role
 - c) Identify films and filmmakers that motivate you
 - d) Identify areas of the filmmaking role that excite and inspire you
ie: develop your own filmmaker intentions
- 2) Compile a 9 page max. portfolio
 - a) 3 pages max. per film production role of images and commentary
 - b) **use your film language**
- 3) And a corresponding 9 minute max. film reel
 - a) 3 minutes maximum per film production role, including one complete film.

Due in April

Comparative Study (video essay comparing elements in two films; External Assessment; 30%)

evidence: recorded multimedia comparative study & sources

Comparative study (SL and HL)		Marks	Total
A	Task components	12	32
B	Comparing and contrasting	12	
C	Assembling the comparative study	8	

<p>A. Task components</p> <ul style="list-style-type: none"> - 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)? - To what extent does the student demonstrate knowledge and understanding of the task components and the cultural context of the two selected films? - To what extent does the student support their work with a suitable range of relevant sources? <p><i>Students who fail to select films from two contrasting cultural contexts will not achieve a mark above 3 in this criteria.</i></p>	10-12	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student provides a credible and persuasive justification for the choice of task components. • 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. • The student references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. 	<p>Compelling Honed Insightful Mature Sophisticated</p>
<p>B. Comparing and contrasting</p> <ul style="list-style-type: none"> - To what extent does the student compare and contrast the selected films, making links to the chosen topic? - To what extent does the student support their comparative study with accurate film vocabulary? 	10-12	<p>This work is excellent.</p> <ul style="list-style-type: none"> • 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. • The comparative study is consistently and effectively supported with accurate film vocabulary. 	<p>Compelling Honed Insightful Mature Sophisticated</p>
<p>C. Assembling the comparative study</p> <ul style="list-style-type: none"> - To what extent does the student assemble the comparative study in a clear, logical, audible and visually appropriate manner? - To what extent does the student provide an equal treatment of the two films selected for study? 	7-8	<p>This work is excellent.</p> <ul style="list-style-type: none"> • 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. • The student gives equal consideration to the two films throughout the comparative study. 	<p>Compelling Honed Insightful Mature Sophisticated</p>

Textual Analysis (analytical research paper examining a selected scene; External Assessment; 30%)

evidence: textual analysis & sources

Textual analysis (SL and HL)		Marks	Total
A	Cultural context	8	28
B	Film elements	12	
C	Relationships within the film text	8	

<p>A. Cultural context</p> <ul style="list-style-type: none"> - To what extent does the student demonstrate an understanding of the cultural context of the film text? - To what extent does the student support their understanding of the cultural context with research from appropriate and relevant sources? 	7-8	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student demonstrates an effective and highly appropriate understanding of the identified cultural context of the chosen film. • The student supports their understanding of the cultural context with references to highly appropriate and relevant sources that add to the critical perspectives explored in the work. 	<p>Compelling Finessed Honed Insightful Mature Sophisticated</p>
<p>B. Film elements</p> <ul style="list-style-type: none"> - To what extent does the student evaluate how the extract makes use of film elements to convey meaning in chosen film? - To what extent does the student support their observations with the appropriate use of relevant film vocabulary? 	10-12	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student evaluates the ways in which the extract uses the identified film elements to convey meaning. The work is detailed, accurate and relevant. • The student demonstrates compelling and effective use of relevant film vocabulary. 	<p>Compelling Finessed Honed Insightful Mature Sophisticated</p>
<p>C. Relationships within the film text</p> <ul style="list-style-type: none"> - To what extent does the student demonstrate an understanding of the ways in which the cultural context of the film & a selection of the identified film elements relate to each other, as well as to the chosen film text as a whole (this might also feasibly include, as appropriate, relationships to other films)? 	7-8	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student demonstrates an effective and highly appropriate understanding of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole. 	<p>Compelling Finessed Honed Insightful Mature Sophisticated</p>

Film Portfolio (commentary/reflection & films/clips from three production roles; Internal Assessment; 40%)

Film portfolio		Marks	Total
Role 1 criterion A	Portfolio pages	4	24
Role 1 criterion B	Film reel	4	
Role 2 criterion A	Portfolio name	4	

<p>A. Portfolio pages <i>evidence: portfolio pages & sources</i></p> <ul style="list-style-type: none"> - To what extent does the student evaluate how their research, creative explorations and production work, led by filmmaker intentions, have shaped their understanding of the chosen film production role? 	4	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The portfolio pages and supporting evidence provide a compelling and discerning evaluation of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to a highly appropriate understanding of the specific film production role. 	<p>Compelling Finessed Honed Insightful Mature Sophisticated</p>
<p>B. Film reel <i>evidence: film reel</i></p> <ul style="list-style-type: none"> - To what extent does the student demonstrate skills in the chosen film production role? <p><i>Students who exceed the maximum time limit should be informed that the moderator will stop watching after 3 minutes.</i></p>	4	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The film or collection of film clips demonstrate(s) a sophisticated level of proficiency in the student's production skills, as appropriate to the one film production role. Relevant skills, techniques and/or approaches are applied in a highly effective manner. 	<p>Accomplished Finessed Honed Refined</p>