

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) balance 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 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		Marks	Total
A	Task components	12	32
B	Comparing and contrasting	12	
C	Assembling 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>This work is excellent. (10-12)</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 references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. 	<p>Compelling</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>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? 	<p>This work is excellent. (10-12)</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>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? 	<p>This work is excellent. (7-8)</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. 	

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

evidence: textual analysis & sources

Textual analysis		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? 	<p>This work is excellent. (7-8)</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 & relevant sources that add to critical perspectives explored in work. 	<p>Compelling</p> <p>Finessed</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>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? 	<p>This work is excellent. (10-12)</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>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)? 	<p>This work is excellent. (7-8)</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. 	

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

Film Portfolio		Marks	Total
Criterion A	Portfolio pages	4 for each role	24
Criterion B	Film reel	4 for each role	

<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? 	<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</p> <p>Finessed</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>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>	<p>This work is excellent. (4)</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. 	