

IB Assessment Cheat Sheet

Independent Study/Documentary Script (External Assessment 25%)

- 1) Research an aspect of film theory and/or history.
- 2) Write a (no more than) 100-word rationale (your intentions: the what and why).
- 3) Write a 8-10 page documentary script (two column: Video /Audio) about your topic.
 - 12 pt Courier font, single spaced, 8X11 paper
 - **Use film language**
 - Use your voice --- you're the narrator, voiceover, etc.
 - This is YOUR documentary about the topic --- it's a research paper in movie format.
- 4) Write an annotated list of sources that refers to everything cited in the script: movies, actors/directors, quotes, etc.
 - You must reference at least **2 movies from more than one country.**
 - You must also explain each source's relevance – why did you use it?
 - Cite references properly using MLA format

(Note: you will NOT be turning this into an actual movie.)

Teacher can read and comment on this only ONE time.

Due in December

Oral Presentation (External Assessment 25%)

- 1) Choose one of the three film choices --- you have 4 weeks to complete this.
- 2) Research the movie. Cite your sources.
- 3) Choose a 5-minute extract from film, which you will analyze how cinematic/film language and social-cultural aspects are used to show/tell the story.
- 4) Prepare your (no more than) 10 minute detailed textual analysis presentation.
 - **Use film language**
 - Remember socio-cultural context.
 - Be sure to state why you chose this scene.
 - Practice, practice, practice your presentation and arrive early for your scheduled time.

You can use notecards for information reminders, but you **cannot read from them or a script.**

Extract will not be shown during your presentation.

Cite sources (MLA) used on your cover sheet.

Teacher cannot discuss or show the three film choices; teacher cannot individually help you with this presentation.

Film Production/Production Portfolio (Internal Assessment 50%)

- 1) Choose the role you want to be graded on: director, writer, cinematographer, sound design/mixer, or editor (there can be up to four students working together on the production).
- 2) Write a 100-word rationale (your intentions: the what and the why) for the film.
- 3) Be sure your film begins with a production slate that states name, session number, school name and code, the title, and your role.
- 4) Film, including production slate, should be 4-5 minutes long.
- 5) Complete student declaration form – remember you're swearing that everything was created by you/your production team.
- 6) Complete and submit a reflection – a (no more than) 1,200-word written commentary

- Discuss all stages of production, why you did what you did and how
- Explain how you overcame challenges.
- Evaluate the film
- Acknowledge outside help.
- **Use visuals** - include screenshots of work mentioned, storyboards, production journals, etc

Use your production journals.
Due in April

“Film theory” refers to explaining the nature of films and how they produce emotional and mental effects on the audience. “Textual analysis” uses film language, not review language which relies on opinions. In other words, you are not simply stating whether you liked or did not like the film(s). Textual analysis informs the understanding of films from familiar and unfamiliar cultures. Together with film theory and history, textual analysis enhances the development of creative, analytic and production skills within filmmaking. There should be evidence of both aspects in the presentation, independent study, and production.

Assessments for IB Film

Independent Study/Documentary Script <External Assessment> 25%

Students will individually prepare a Documentary Script about an aspect of film theory or film history- within this they must reference a minimum of two films from different countries.

You aim to achieve this mark on your assessment (directly from the IB markbands):

There is an excellent understanding of the film history/film theory topic. Engagement with the target audience, scope and depth of argument, the use of sources and the structure of the script are excellent. Visual and audio elements are detailed, clearly and coherently described, and are aptly and proficiently linked. Films referred to are highly relevant to the topic and are coherently and fully integrated into the script.

Oral Presentation <External Assessment> 25%

From the list of 8 films IB sends in November, I will select three (that have not been used in class). Of the three films, students will choose one film and prepare a detailed analysis of a 5-minute extract from film. Once the three films are presented, students have **four** weeks to prepare their Oral Presentation, which should incorporate how cinematic/film language and social-cultural aspects are used to show/tell the story. Students will give a **10-minute oral presentation** with only brief notes, to me, and I will record it and send it in to the IBO. They have one opportunity to complete this.

You aim to achieve this mark on your assessment (directly from the IB markbands):

There is a coherent, incisive, insightful and detailed evaluative interpretation of the extract, displaying an excellent understanding of how meaning is constructed through the use of film language, with an excellent awareness of the extract's relationship to the film as a whole. There is a persuasive explanation for the selection of the extract. The critique shows an excellent awareness of the film's genre and/or its place in a broader sociocultural context. There is an insightful analysis of the director's intention. Simple description is negligible and analysis is clear and thorough.

Film Production/Production Portfolio <Internal Assessment> 50% of score

In groups of a maximum of four, students will create from script to edited final film, a **4-5 minute short film**. Each student will have **only ONE official role** in the production (director, writer, cinematographer, sound designer/mixer, or editor). Along with the film, each student will submit a journal (with rational and written commentary) of their experience in that role. Students may do other things for the production, but can only be evaluated in one role. For this assessment, there are several criteria that are assessed (lettered A to E).

A - Planning and Research *This criterion is concerned with the documentation of production processes, from preliminary planning and research, pre-production, production and principal photography, through to post-production.*

There is excellent planning for and research into the production processes. Documentation of the relevant development stages is comprehensive.

B Reflection and Evaluation *This criterion is concerned with artistic and logistical analysis of the relevant production processes and the evaluation in the individual student's written commentary on the project as a whole, including the roles of the student and others (where appropriate).*

There is a highly effective artistic and logistical analysis of the relevant production processes, with excellent critical evaluation of the project as a whole.

C Professional and Technical Skills *This criterion is concerned with professional and technical skills (including organizational skills) that may be demonstrated during the production processes or in the finished product itself.*

The student demonstrates excellent ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes highly effective use of available resources and technology.

D Effective Use of Film Language *This criterion is concerned with evidence of the student's effective use of film language, as seen in the finished product.*

The student demonstrates an excellent ability to communicate effectively in film language.

E Originality and Creativity *This criterion is concerned with originality and creativity in the film-making process (referred to as "creative intelligence" in the level descriptors below). This may be demonstrated by freshness of approach, by intelligent work that goes either with or against the conventions of the genre, or by problem solving. Another key indicator is the level of audience engagement with the work. This criterion is intended to provide a holistic assessment of each student's contribution to the finished film.*

There is excellent evidence of creative intelligence in all aspects of the film-making process. The production engages audience interest with great success.