TEXTUAL ANALYSIS

Students must demonstrate their knowledge and understanding of how meaning is constructed in Film, presented in a written Textual Analysis.

Pick a 5 minutes continuous extract from one of the 3 films given by the teacher.

Analyse on the basis of Cultural Context and Film Elements and write using Film Terminology.

Make sure the film has not been studied in any other class activity, assessment or the extended essay.

Demonstrate your understanding of how the identified film elements of the extract RELATE to the cultural context of the film, the film text as a whole and where appropriate, other films.

Include supporting visual evidence which is clearly labelled and referenced.

In-text citations and a list of all sources used 1750 words max Clear Cover page with Title of Film & Timecode

You must submit the final Textual Analysis exactly 1 month after the starting date given by your teacher.

---

<table>
<thead>
<tr>
<th>Cultural context</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film elements</td>
<td>12</td>
</tr>
<tr>
<td>Relationships within the film text</td>
<td>8</td>
</tr>
</tbody>
</table>

---

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.

To what extent does the student demonstrate an understanding of the cultural context of the film text and support their understanding with relevant sources?

THE WORK SCORES 7-8 IF...

The student demonstrates an effective and highly appropriate understanding of the identified cultural context of the chosen film.

To what extent does the student evaluate how the extract makes use of film elements to convey meaning in the chosen film and support their observations with the use of film vocabulary?

THE WORK SCORES 10-12 IF...

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.

THE WORK SCORES 7-8 IF...

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.

---

Ms. Shikha Janet Alagh for IB Film
COMPARATIVE STUDY

Students carry out research into one area of **film focus**, identifying and comparing 2 films from within that area, presented as a multimedia CS

**Task components**

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?

**Comparing & Contrasting**

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?

**THE WORK SCORES 10-12 IF…**

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.

**Assembling the CS**

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?

**THE WORK SCORES 7-8 IF…**

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.

---

**FILM FOCUS**

Film Movements: (eg: French New Wave, German Expressionism etc)

Film Genre & Style: (eg: Film Noir, Science Fiction etc)

Film Theory: (eg: Auteur Theory, Feminism, Psychoanalytical etc)

**CULTURAL CONTEXT**

Economic, Historical, Geographical, Historical, Institutional, Political, Social, Technological etc.

---

Ms. Shikha Janet Alagh for IB Film
FILM PORTFOLIO

You assemble your process for 3 production roles

The Film Portfolio is about challenges, failures and learnings and how well you are able to overcome or reflect on the challenges

No part of this work can be used for the CFP

You must clearly present your filmmaker intentions and influences which should stem from exposure to other filmmakers and film types

Multiple 30 secs. clips for roles 1 & 2

Communicate insights, knowledge & perspectives gained from research, exploration & practice in the role

You must showcase the aptitude of skill in the specific role through a process, thus it’s preferable to showcase the best work at the end of the role section

You must provide documentary visual evidence as part of the portfolio pages. Don’t make them too clean! All visuals should be clearly labelled & referenced where necessary

Table of contents, list of sources, list of clips with time codes & description

9 pages max (3 pages each role)

9 minutes max (3 mins each role with one complete film) 10 second black slate for each role Place completed film as role 3

There must not be any duplication of film production roles within the production team for any project; Only 1 director, 1 editor etc.

Ms. Shikha Janet Alagh for IB Film

25% HL

40% SL

SEND BACK TO YOUR TEACHER FOR APPROVAL BEFORE SUBMISSION

Portfolio pages: 3 pages each role

Film Reel: 10 second black slate for each role

Multiple 30 seconds clips for roles 1 & 2

The layout and word count for the portfolio pages are intentionally not prescribed for this task in order to provide students with creative freedom in determining how best to present their explorations and findings.

FILM PORTFOLIO

Students undertake a variety of filmmaking exercises in a range of film production roles in order to fulfil defined filmmaker intentions; presented through a Film Reel & Film Portfolio Pages

You assemble your process for 3 production roles

The Film Portfolio is about challenges, failures and learnings and how well you are able to overcome or reflect on the challenges

No part of this work can be used for the CFP

You must clearly present your filmmaker intentions and influences which should stem from exposure to other filmmakers and film types

Multiple 30 secs. clips for roles 1 & 2

Communicate insights, knowledge & perspectives gained from research, exploration & practice in the role

You must showcase the aptitude of skill in the specific role through a process, thus it’s preferable to showcase the best work at the end of the role section

You must provide documentary visual evidence as part of the portfolio pages. Don’t make them too clean! All visuals should be clearly labelled & referenced where necessary

Table of contents, list of sources, list of clips with time codes & description

9 pages max (3 pages each role)

9 minutes max (3 mins each role with one complete film) 10 second black slate for each role Place completed film as role 3

There must not be any duplication of film production roles within the production team for any project; Only 1 director, 1 editor etc.

Ms. Shikha Janet Alagh for IB Film

25% HL

40% SL

SEND BACK TO YOUR TEACHER FOR APPROVAL BEFORE SUBMISSION

Portfolio pages: 3 pages each role

Film Reel: 10 second black slate for each role

Multiple 30 seconds clips for roles 1 & 2

The layout and word count for the portfolio pages are intentionally not prescribed for this task in order to provide students with creative freedom in determining how best to present their explorations and findings.
Students work in core production teams of 2-4 students to create an original completed film; each student writes a project report for one film production role.

Reflect on your approaches to team work, problem-solving, conflict solution and time management as part of the CPT.

Evaluate successes & challenges.

None of the work done for the CFP by an HL student can be used for the FP. However, an SL student part of the CFP may do so.

**HEADING 1**

**CREATIVE WORK IN MY PRODUCTION ROLE**

- Justification of creative choices to convey meaning
- Discussion of role in all 3 stages of filmmaking
- Ways in which skills, techniques, approaches were effective towards the overall effectiveness of the film

**HEADING 2**

**COLLABORATION WITH MY CORE PRODUCTION TEAM**

- Begin with a clear statement of the team's agreed intentions for the film
- Reflect on successes & challenges as a team & team member
- Any work you did beyond your chosen production role
- Cite moments from the film for effective communication of instances

**DEMONSTRATION OF SKILL IN THE CHosen ROLE**

To what extent does the student demonstrate skills in their one chosen film production role that successfully contribute to the overall effectiveness of the completed film?

**THE WORK SCORES 7-8 IF...**

The work in one film production role demonstrates a sophisticated level of proficiency in the student's production skills (as appropriate to the one chosen role), evidencing highly effective techniques and/or approaches that successfully contribute to the overall effectiveness of the film.

**JUSTIFICATION OF CREATIVE WORK IN THE CHOSEN ROLE**

To what extent does the student justify the creative choices made in order to convey meaning in their one film production role during the production phases?

**THE WORK SCORES 7-8 IF...**

The student provides a thorough and discerning justification of their creative choices in order to convey meaning in one film production role during the production phases. This work is detailed, accurate and relevant.

**REFLECTION ON COLLABORATION IN THE CPT**

To what extent does the student reflect on the process of collaboration and the successes and challenges encountered as member of the core production team in attempting to fulfill the agreed intentions of the group?

**THE WORK SCORES 7-8 IF...**

The student provides an insightful reflection on the successes and challenges of their participation in the core production team, discussing how their collaborations helped to fulfill the agreed intentions of the group.

The student cites informative moments or examples from within the completed film to support their reasoning.

**PRODUCTION ROLES**

- Director
- Cinematographer
- Editor
- Sound
- Writer

**35% HL**

Ms. Shikha Janet Alagh for IB Film