

Comparative Study (the video essay)

<p>Comparative Study: Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.</p> <p>Students submit the following.</p> <ol style="list-style-type: none">1. A recorded multimedia comparative study (10 minutes maximum).2. A list of all sources used.	<p>Testers:</p> <p>This is 30% of IB Film Exam Grade</p>	<table><tr><th colspan="2">Comparative study (SL and HL)</th><th>Marks</th><th>Total</th></tr><tr><td>A</td><td>Task components</td><td>12</td><td rowspan="3">32</td></tr><tr><td>B</td><td>Comparing and contrasting</td><td>12</td></tr><tr><td>C</td><td>Assembling the comparative study</td><td>8</td></tr></table>	Comparative study (SL and HL)		Marks	Total	A	Task components	12	32	B	Comparing and contrasting	12	C	Assembling the comparative study	8
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Requirements: <i>click on blue title above for complete IB assessment</i>	Goal: <i>ie: this is the wording for the highest IB markband</i>	Terms to Aim For:
<p>A. Task components</p> <ol style="list-style-type: none"> 1. 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)? 2. To what extent does the student demonstrate knowledge and understanding of the task components and the cultural context of the two selected films? 3. 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>	<p>This work is excellent (10-12pts) as defined by:</p> <ol style="list-style-type: none"> 1. The student provides a credible and persuasive justification for the choice of task components. 2. 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. 3. The student references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. 	<p><i>Compelling</i></p> <p><i>Honed</i></p> <p><i>Insightful</i></p> <p><i>Mature</i></p> <p><i>Sophisticated</i></p>
<p>B. Comparing and contrasting</p> <ol style="list-style-type: none"> 4. To what extent does the student compare and contrast the selected films, making links to the chosen topic? 5. To what extent does the student support their comparative study with accurate film vocabulary? 	<p>This work is excellent (10-12pts) as defined by:</p> <ol style="list-style-type: none"> 4. 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. 5. The comparative study is consistently and effectively supported with accurate film vocabulary. 	
<p>C. Assembling the comparative study</p> <ol style="list-style-type: none"> 6. To what extent does the student assemble the comparative study in a clear, logical, audible and visually appropriate manner? 7. To what extent does the student provide an equal treatment of the two films selected for study? 	<p>This work is excellent (7-8) as defined by:</p> <ol style="list-style-type: none"> 6. 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. 7. The student gives equal consideration to the two films throughout the comparative study. 	

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Film focus

For this task, students select an area of **film focus** that interests & excites them from one of the following.

- Film movements (such as French New Wave, German expressionism, Third Cinema, & so on)
- Film genre & film style (such as film noir, romantic comedy, science fiction, & so on)
- Film theory (such as auteur theory, feminism, Marxist film theory, and so on)

Cultural context

For this assessment task, **cultural context** involves consideration of some of the following factors, some of which may be blended (such as socio-economic factors).

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

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Task components

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

1. One area of **film focus** (from the list above).
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 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**.