



Film subject outline

First assessment 2010

This document explains the major features of the course, and outlines the syllabus and assessment requirements.

More detailed information about the course can be obtained by referring to the guide for this subject, which is available on the subject page of the IB online curriculum centre (OCC) website (<http://occ.ibo.org>) and can also be purchased from the IB store (<http://store.ibo.org>).

Nature of the subject

Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

The IB film course emphasizes the importance of working individually and as a member of a group. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind. Thus, the IB film course can become a way for the student to celebrate the international and intercultural dynamic that inspires and sustains a type of contemporary film, while appreciating specifically local origins that have given rise to cinematic production in many parts of the world.

For any student to create, to present and to study film requires courage, passion and curiosity: courage to create individually and as part of a team, to explore ideas through action and harness the imagination, and to experiment; passion to communicate and to act communally, and to research and formulate ideas eloquently; curiosity about self and others and the world around them, about different traditions, techniques and knowledge, about the past and the future, and about the limitless possibilities of human expression through film.

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

Distinction between SL and HL

Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film.

The differentials between SL and HL are both quantitative and qualitative. The nature of the course enables HL students to develop creative skills, theoretical understanding and textual analysis more fully. An HL student should display a continuous resolve of personal challenge and a sustained engagement with the ideas, practices and concepts encountered within the course over the extended learning time available. An HL student has extra time for these encounters, extra time to reflect and to record evidence of growth. It is understood that ensuing developments may be only partially evident within the framework of the assessment process.

Course requirements

Syllabus component	SL	HL
Textual analysis	Study one extract, of approximately 5 minutes, from a prescribed film and offer a detailed textual analysis of the extract within the context of the film as a whole	Study one extract, of approximately 5 minutes, from a prescribed film and offer a detailed textual analysis of the extract within the context of the film as whole
Film theory and history	Study of at least two films from more than one country	Study of at least four films from more than one country
Creative process (Film production)	Create and produce an original film as part of a team or as an individual	1. Create and produce an original film as part of a team or as an individual 2. Create an individual trailer for the film production

Assessment requirements

Assessment component	SL	HL
External assessment		
Independent study	Rationale, script and annotated list of sources for a documentary production of 8–10 pages	Rationale, script and annotated list of sources for a documentary production of 12–15 pages
Presentation	An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 10 minutes	An oral presentation of a detailed textual analysis of an extract from a prescribed film of up to a maximum of 15 minutes
Internal assessment		
Film production	One completed film project of 4–5 minutes including titles	One completed film project of 6–7 minutes including titles An associated trailer of 40–60 seconds
Documentation in relation to the film production	Rationale of no more than 100 words Written commentary of no more than 1,200 words	Rationale for film of no more than 100 words Rationale for trailer of no more than 100 words Written commentary of no more than 1,750 words
External assessment criteria		
Independent study	Individual SL markband descriptors	Individual HL markband descriptors
Presentation	Individual SL markband descriptors	Individual HL markband descriptors
Internal assessment criteria		
Production portfolio (Film productions and supporting written documentation)	Five assessment criteria: A—Planning and research B—Reflection and evaluation C—Professional and technical skills D—Effective use of film language E—Originality and creativity	Five assessment criteria: A—Planning and research B—Reflection and evaluation C—Professional and technical skills D—Effective use of film language E—Originality and creativity

Prior learning

The IB film course recognizes that all students come to the course with previously acquired knowledge and experience in a wide range of areas. Indeed, the integration of this “personal backpack” into the two-year learning journey is a fundamental element considered in the construction of an IB film course.

However, access to the course does not depend upon prior learning in film. Since the course is designed to enable a student personally to experience film, growth in the discipline is reflected in how that student develops, extends and refines the knowledge, skills and attitudes necessary for the pursuance of the art form. This individual perspective is reflected in the criterion-based approach to assessment that allows students to calibrate their own personal development over the two years.

Students’ individual ability to be creative, imaginative and to communicate in film form is challenged and extended through the theoretical and practical content of the course.

The IB film course presents a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in film and other related subjects. In addition, by instilling discipline, honing group skills and refining communication tools, the IB film course offers a valuable course of study for students who may wish to follow other fields in tertiary education or other career pathways.

Links to the Middle Years Programme

Film within the Diploma Programme builds upon some of the conceptual areas and skills within the arts as outlined in the Middle Years Programme (MYP). Learning processes and outcomes, such as working cooperatively, identifying and discussing issues, providing insights, opinions, solutions and resolutions to problems undertaken through the MYP arts course, are addressed within the Diploma Programme film course but in appropriate ways set out in the Diploma Programme subject guide.

The film course naturally extends the fundamental concepts within the MYP such as holistic learning, intercultural awareness, communication, creativity and the use of appropriate and developing technology.

The arts in the MYP prepare the students for the Diploma Programme film course by:

- giving them an understanding of the importance of evaluating and reflecting upon the processes of creativity and the ability to evaluate finished products
- developing the attitudes and approaches necessary to understanding, appreciating and exploring a variety of forms, practices and traditions with meaning, integrity and sensitivity.

Aims

Group 6 aims

The aims of all subjects in **group 6, the arts** are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

Film aims

The **film** course at SL and HL aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film.

The aims are to promote:

7. an appreciation and understanding of film as a complex art form
8. an ability to formulate stories and ideas in film terms

9. the practical and technical skills of production
10. critical evaluation of film productions by the student and by others
11. a knowledge of film-making traditions in more than one country.

Assessment objectives

Having followed the **film** course at SL or HL, students are expected to demonstrate:

1. an understanding of the variety of ways in which film creates meaning
2. an understanding and effective use of appropriate film language
3. originality and creativity in developing an idea through the various stages of film-making, from conception to finished production
4. technical skills and an appropriate use of available technology
5. the ability to draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts
6. a critical understanding of the historical, theoretical, sociocultural, economic and institutional contexts of film in more than one country
7. the ability to research, plan and organize working processes
8. the ability to reflect upon and evaluate film production processes and completed film texts.

Please note that the term “film texts” includes films and television programmes.

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Part 1: Textual analysis The detailed study of film sequences.	37.5	60
Part 2: Film theory and history The study of films and film-making traditions from more than one country.	37.5	60
Part 3: Creative process—techniques and organization of production The development of creative, analytical and production skills within film-making.	75	120
Total teaching hours	150	240

Assessment outline—SL

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Assessment component	Weighting
<p>External assessment</p> <p>Independent study</p> <p>Rationale, script and list of sources for a short documentary production of 8–10 pages on an aspect of film theory and/or film history, based on a study of a minimum of two films. The chosen films must originate from more than one country. (25 marks)</p> <p>Length of the rationale: no more than 100 words</p> <p>Length of the script: 8–10 pages</p>	<p>50%</p> <p>25%</p>
<p>Presentation</p> <p>An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks)</p> <p>Maximum length of presentation: 10 minutes</p>	<p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Production portfolio</p> <p>One completed film project with accompanying written documentation: no more than 1,200 words. (50 marks)</p> <p>Length of the film project: 4–5 minutes (including titles)</p> <p>Length of individual rationale for the film: no more than 100 words</p> <p>Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. Students cannot present the same edit of their film projects for internal assessment due to the different assessment requirements.</p>	<p>50%</p>

Assessment outline—HL

First assessment 2010

Assessment component	Weighting
<p>External assessment</p> <p>Independent study</p> <p>Rationale, script and list of sources for a short documentary production of 12–15 pages on an aspect of film theory and/or film history, based on a study of a minimum of four films. The chosen films must originate from more than one country. (25 marks)</p> <p>Length of the rationale: no more than 100 words</p> <p>Length of the script: 12–15 pages</p>	<p>50%</p> <p>25%</p>
<p>Presentation</p> <p>An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. The extract must not be longer than 5 minutes. (25 marks)</p> <p>Maximum length of presentation: 15 minutes</p>	<p>25%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Production portfolio</p> <p>One completed film project with an associated trailer and written documentation encompassing and connecting both: no more than 1,750 words. (50 marks)</p> <p>Length of the film project: 6–7 minutes (including titles)</p> <p>Length of the trailer: 40–60 seconds</p> <p>Length of individual rationale for the film: no more than 100 words; length of individual rationale for the trailer: no more than 100 words</p> <p>Group work: The film project may be undertaken as a group project, but all accompanying documentation must be individually produced. Students cannot present the same edit of their film projects for internal assessment due to the different assessment requirements.</p>	<p>50%</p>