

## External assessment details—HL

### Independent study

**Weighting: 25%**

This component differs slightly at HL from SL.

Students at HL must make reference to a minimum of **four** films. The chosen films must originate from more than one country. At HL some comparisons should be drawn between the films chosen.

The independent study must be presented in the form of a written dossier composed of the following three items.

- Rationale
- Script
- Annotated list of sources

The **rationale** must offer a brief, reasoned explanation of what the concerns of the topic are in **no more than 100 words**.

The **script** must clearly indicate the relationship between the audio and visual elements of the documentary, employing an established documentary format such as “side-by-side” columns for video and audio components. All descriptions of video and audio elements must be both detailed and specific. Scripts must be 12–15 pages long at HL, using an accepted size of paper (for example, A4 or US letter) and **must use** 12-point Courier font (not in block capitals) and single spacing. It is important that the student treats a topic of film history/film theory in cinematic rather than literary terms.

### Presentation

**Weighting: 25%**

This component differs slightly at HL from SL.

The following must be adhered to in preparing and submitting presentation work.

- The presentation must last no longer than 15 minutes.
- The presentation must be recorded on CD.
- The presentation must be sent to the external examiner with the appropriate coversheet, including precise details of the chosen extract.
- Playing the film extract must not occupy any of the student’s allotted 15-minute commentary time.

### Teacher guidance

Students must prepare for this assessment alone and without teacher assistance. Assistance must only be provided in the form of preparing students throughout the course for this type of activity, but not for the final activity itself on which they will be assessed. No discussion of the film should be entered into.

During the presentation, the teacher should not interrupt. The teacher may only remind the student of time left and ask whether they have anything further to say but they must not make reference to specifics or ask leading questions. Students should use as much of the time available as possible. Presentations that are significantly shorter than 15 minutes may be awarded a mark that does not represent the student’s full potential.

## Presentation

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–5	There is little or no evaluative interpretation of the extract, displaying a very limited understanding of how meaning is constructed through the use of film language, and a very limited awareness of the extract's relationship to the film as a whole. There is little or no explanation for the selection of the extract. The critique shows little or no awareness of the film's genre and/or its place in a broader sociocultural context. There is little or no analysis of the director's intention. No reference is made to the responses to the film from audiences and reviewers, critics or scholars at the time of its original release and/or subsequently. This presentation is likely to be exclusively descriptive.
6–10	There is a limited evaluative interpretation of the extract, displaying some understanding of how meaning is constructed through the use of film language, and a limited awareness of the extract's relationship to the film as a whole. There is a limited explanation for the selection of the extract. The critique shows some awareness of the film's genre and/or its place in a broader sociocultural context. There is a limited analysis of the director's intention. Limited reference is made to the responses to the film from audiences and reviewers, critics or scholars at the time of its original release and/or subsequently. A substantial amount of the presentation may have detailed descriptions, but offers only limited analysis.
11–15	There is a coherent evaluative interpretation of the extract, displaying an adequate understanding of how meaning is constructed through the use of film language, and a satisfactory awareness of the extract's relationship to the film as a whole. There is an adequate explanation for the selection of the extract. The critique shows a satisfactory awareness of the film's genre and/or its place in a broader sociocultural context. There is some analysis of the director's intention. Some apt reference is made to the responses from audiences and reviewers, critics or scholars at the time of its original release and/or subsequently. There may be some descriptive elements but the presentation offers adequate analysis.
16–20	There is a coherent and detailed evaluative interpretation of the extract, displaying a good understanding of how meaning is constructed through the use of film language, and a good awareness of the extract's relationship to the film as a whole. There is a clear explanation for the selection of the extract. The critique shows a good awareness of the film's genre and/or its place in a broader sociocultural context. There is a sound analysis of the director's intention. Clear reference is made to the responses from audiences and reviewers, critics or scholars at the time of its original release and/or subsequently. There may be brief elements of description but analysis is thorough.
21–25	There is a coherent, incisive and richly 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 insightful analysis of the director's intention, and examples of responses from audiences and reviewers, critics or scholars at the time of its original release and/or subsequently have been discussed. Simple description is negligible and analysis is clear and thorough.

**Pre-prepared work:** Any student who reads out their presentation from a prepared document or fails to adhere to the specified time allocation **cannot** be awarded a mark within the top two markbands at HL. Notes may be used as aides-memoire, but the student must be sufficiently secure with their knowledge and understanding for the presentation to be more than reading out an essay.