**DP FILM - COMPARATIVE STUDY**

***A guide to planning, researching and creating your DP Film Comparative Study***

**STEPS for this TASK:**

1. **Brainstorm** possible films for the task. You must select TWO films from contrasting cultural contexts.
2. **Brainstorm and justify** at least three different areas of FILM FOCUS for your two chosen films.
3. **Brainstorm and justify** at least two different CULTURAL CONTEXTS for your two chosen films.
4. **Consolidate** your ideas and **develop** at least three different topics for your study.
5. **Finalize** your choices and select your topic sentence (or research question). **Choose** two films for comparison.
6. **Develop** the main arguments you will make about your topic.
7. **Collect evidence** from the films that support your argument.
8. **Research secondary sources** for information that supports your argument.
9. **Write your Narration** and plan the audio-visual components of your video essay.
10. **Record, assemble and edit** your Comparative Study video essay.
11. **Create a Works Cited** document (separately) once your Comparative Study is finished.

**Comparative Study task components**

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

* 1. One area of **film focus**.
	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](https://ibpublishing.ibo.org/d_6_filmx_gui_1702_1/apps/dpapp/guide.html?doc=d_6_filmx_gui_1702_1_e&part=3&chapter=3&section=2) 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**.

# FILM Choices List

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| **Which films are you considering for your final Comparative Study? List as many as you wish below as part of an initial brianstorm. Remember that you must select TWO films from contrasting cultural contexts for this task.**e.g. CITIZEN KANE | **Year, Country and Director of the film.**e.g. 1941, USA, Dir: Orson Welles |
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***Add more rows if you need. Once you have brainstormed your list, highlight the two films you choose to focus on!***

[List of Film Genres](https://haiku.unishanoi.org/hodarts/dpfilmgarlandcampbell2018-19/cms_file/show/77417822.pdf?t=1523348735)

# Areas of FILM FOCUS

[List of Film Movements](https://haiku.unishanoi.org/hodarts/dpfilmgarlandcampbell2018-19/cms_file/show/77417823.pdf?t=1523348731) *(there are more than these fyi)*

[List of Film Theories](https://haiku.unishanoi.org/hodarts/dpfilmgarlandcampbell2018-19/cms_file/show/77417824.pdf?t=1523348733)

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| **Film Focus Possibility - identify the broad focus area and then add specifics (e.g. “THEORY - Auteur theory” or “GENRE - Horror”). Develop at least THREE options...you can create more by adding more rows.** | **Justification for this Film Focus. Be as specific as possible.** |
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# Chosen 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).

[Here are some details and questions](https://docs.google.com/document/d/1dDWuP-VTMQMWvzUgyYq0rrCwAsUS8DmzghWhoyhRNGU/edit?usp=sharing) about the possible cultural contexts you can choose for this task.

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| **Identify at least TWO Cultural Context possibilities for your chosen films.** | **Justification for this Cultural Context. Be as specific as possible.** |
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# CS Topic Possibilities

Consolidate your thoughts above and develop at least **THREE** different CS Topic possibilities. More are possible by adding additional rows to the table below. FYI these will be shared with the full class for discussion of strengths and weaknesses.

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| **Your Chosen Area of Film Focus** | **Topic for Comparative Study (can be written in the form of a research question).** |
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**Examples of possible task components (from the IB)**

The table below outlines some examples of possible **task components** that students could feasibly consider for this assessment task. These examples are for guidance only and are neither prescriptive not restrictive.

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| **Area of film focus** | **Film 1** | **Film 2** | **Possible topic for comparative study** |
| Film movement: German expressionism | *The Cabinet of Dr. Caligari* (1920) | *Edward Scissorhands*(1990) | How and with what effect are specific film elements of German expressionism used within a chosen contemporary film? |
| Film movement: French New Wave | *Breathless* (1960) | *Badlands* (1973) | The influence of the French New Wave on New Hollywood’s use of innovative film elements in its representation of youth and violence. |

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| Film genre and film style: Black comedy | *No. 3* (1997) | *The Big Lebowski* (1998) | To what extent do “black comedy” films differ according to cultural context? |
| Film theory: Soviet montage | *Battleship Potemkin*(1925) | *Koyaanisqatsi* (1982) | To what extent are specific features of Soviet montage theory faithfully employed in a contemporary experimental film? |

# Final Decisions

Using your topic options in the table above, select **ONE** to be your final topic for this Comparative Study task. NOTE: There are examples from the IB of what this should look like below this table.

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| **Your Chosen Area of Film Focus** | **Film 1** | **Film 2** | **Contrasting Cultural Context** | **Topic for Comparative Study practice task (can be written as a research question)** |
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# Developing Your Topic

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| **Develop 3-5 main arguments that can be made about your topic based on your research question and chosen film focus.** | **Brainstorm how you could support these arguments within your video essay.** |
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* + 1. **Selecting Supporting Evidence (Primary)**

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| **Identify at least 15 scenes from your chosen films that will help support the arguments you have outlined above. Screen clip a frame from each scene below.** | **Write notes about how this scene helps support your argument. (These notes will help form your voice over narration.)** |
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# Selecting Supporting Evidence (Secondary)

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| **Identify at least 3-5 secondary sources (articles, books, websites, video essays, etc.) which provide information that help support your arguments being made. In this column include the specific source citations.** | **Summarize the detailed information from the secondary source that you can use in this column. (You can copy+paste if they are from online sources.)** |
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***Add more rows as needed.***

# Writing your narration

*Using the information, scene choices and external sources you have compiled in parts 6-8, you will now write your voiceover narration and match it up to your chosen visual examples.*

*For the final Comparative Study, your narration should be no longer than* ***10 minutes in length.***

*Remember that you need to:*

* ***COMPARE and CONTRAST*** *your two chosen film* ***using the arguments and evidence*** *you identified in parts 6-8*
* *Begin your narration with a* ***detailed justification for the chosen cultural contrast***
* *Use an* ***equal balance*** *of the two selected films.*
* *Write in a third-person voice to construct your argument (similar in tone to your Extended Essay and other comparative analytical work you have written in Film class).*
* *Identify where any WRITTEN TEXT will appear on screen and highlight this (to reference during the creation/editing stage)*

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| **Voiceover Narration** | **Which visual evidence/scenes line up to this part of the narration?** | **Storyboard Images or Drawings** |
| **SOUNDS:** Any music or sounds that will be used in the production**NAME:** Spoken words that will be heard by the audience***++++One page of A/V script is roughly 30 seconds of run time. To gain a more accurate estimate, time yourself reading the narration and make a note of it at the end of each narration passage.*** | *Visual description of what will be seen**Pair it with the audio element* | *You can insert pre-visualized photos you* *take with your phone.* *You can draw an illustration, take a picture and then place it here OR take a picture of what the shot will actually look like and place it here.**Every edit/shot will need an image.**Every title card or visual element will need an image* |

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# Assembling the Comparative Study

Now you will collect all media resources needed for the task and construct your video essay.

**REQUIRED STEPS:**

## **Import** the digital copy of your chosen films into editing software

* Identify and **extract** chosen scenes and clips
* **Place and edit clips** into a rough timeline for your video essay

## **Record audio narration** (both partners should participate in narrating this practice task) into an audio file using recording equipment (Zoom recorders, iPhone, DSLR Rode video mic, etc.)

* **Import** your recorded narration audio file into your project timeline
* **Assemble, edit and fine tune clips** and narration until your video essay takes shape
* Create and add any required **textual information** in timeline (including black slate at the start)

## **Audio mixing** of narration and movie clips (adjust levels so that narration and movie sounds complement each other)

* **Export** the final video essay movie file
* **Create Works Cited** list separately (Google Doc)

## \****NOTE***: Separate tutorial and tips sessions will be held throughout this process to provide guidance on recording your voice over narration and mixing the audio levels successfully.

**Finalizing Your Comparative Study**

**Comparative Study Video**

* No greater than 10 minutes long
* MP4 file format
* No greater than 500MB
* Submit MP4 into Sharepoint CS Folder

**Comparative Study Works Cited Document**

* PDF file format
* No greater than 50MB
* Submit PDF into Sharepoint CS Folder
* Submit to Canvas—for assignment completion

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| **Comparative Study Checklist** | **Did it!** |
| 1. My video is 10 minutes (maximum).
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| 1. My video begins with a 10 second black slate.
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| 1. The black slate includes my chosen area of film focus.
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| 1. The black slate includes the titles of the 2 films I will compare.
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| 1. The black slate includes the topic I will explore.
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| 1. My recorded commentary begins simultaneously with the black slate and addresses the justification of my task components.(film focus, two films and topic).
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| 1. I demonstrated an effective and highly appropriate knowledge and understanding of the cultural context of the two selected films.
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| 1. There is a balance between visual and spoken elements in my video.
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| 1. I gave equal consideration to the two films in my video.
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| 1. The information in my video is communicated clearly, logically and audibly in a visually

appropriate manner. |  |
| 1. I provided insightful , accurate and relevant observations regarding similarities and differences on the two chosen film.
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| 1. I effectively analyzed how the two films connect to each other and to the chosen topic.
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| 1. My commentary is consistently and effectively supported with accurate film vocabulary.
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| 1. My video is logical and effectively organized , conveying information audibly and in a visually appropriate manner.
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| 1. I am the narrator.
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| 1. I’ve adopted a formal , academic register in my voice-over.
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| 1. I do not appear on the screen at any time.
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| 1. The text, title cards, and graphics used are clear and legible.
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| 1. My voiceover is clear and can be understood.
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| 1. I make clear reference to my sources as on-screen citations.
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| 1. I make reference to an effective range of sources that are highly appropriate , adding to the critical perspectives explored in the work.
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| 1. My commentary is substantiated by relevant and meaningful visuals and effective examples.
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| 1. I uploaded a complete and properly formatted list of all sources used (Sharepoint)
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| 1. My name is not visible on my video or works cited.
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| 1. I uploaded my Works Cited and IAR to Sharepoint (PDF only accepted)
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| 1. I upload my video (mp4) to Sharepoint. (500MB or less or it will not be accepted)
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**External assessment criteria—SL and HL**

**Summary**

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| **Comparative study (SL and HL)** | **Marks** | **Total** |
| **A** | Task components | 12 | 32 |
| **B** | Comparing and contrasting | 12 |
| **C** | Assembling the comparative study | 8 |

**Criteria**

1. **Task components**

Evidence: Recorded multimedia comparative study and sources.

* + 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?

Students who fail to select films from two contrasting **cultural contexts** will not achieve a mark above 3 in this criteria.

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| **Mark** | **Descriptor** | **Possible characteristics** |
| 0 | The work does not reach a standard described by the descriptors below. |  |
| 1–3 | This work is **limited**.* The student provides little or no justification for the choice of the **task components**.
* The student demonstrates little or no knowledge and understanding of the identified **task components** and the **cultural context** of the selected films.
* The student does not reference sources that are relevant or appropriate to the work.
 | **Limited**IrrelevantSimplisticSuperficial |
| 4–6 | This work is **adequate**.* The student provides a justification for the choice of **task components** but this is underdeveloped.
* The student demonstrates some knowledge and understanding of the identified **task components** and the **cultural context** of the two selected films.
* The student references some sources that are mostly relevant or appropriate to the work, but these are limited.
 | **Adequate**AttemptedUnderdevelopedUneven |

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| 7–9 | This work is **good**.* The student provides a coherent and logical justification for the choice of task components.
* The student demonstrates a clear and appropriate knowledge and understanding of the identified **task components** and the **cultural context** of the two selected films.
* The student references a suitable range of sources that are appropriate and relevant to the work.
 | **Good**AccurateFocusedRelevant |
| 10–12 | This work is **excellent**.* 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.
 | **Excellent**DiscerningInsightfulThorough |

# Comparing and contrasting

Evidence: Recorded multimedia comparative study and sources.

* + 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?

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| **Mark** | **Descriptor** | **Possible characteristics** |
| 0 | The work does not reach a standard described by the descriptors below. |  |
| 1–3 | * The student lists ways in which the two films connect to each other and to the chosen topic, making superficial observations regarding similarities and differences that are inaccurate, irrelevant or incoherent.
* The comparative study contains little or no accurate film vocabulary.
 | **Limited**IrrelevantSimplisticSuperficial |
| 4–6 | * The student adequately outlines how the two films connect to each other and to the chosen topic, making accurate observations regarding similarities and differences, but this work is underdeveloped.
* The comparative study contains some accurate film vocabulary, but this is underdeveloped.
 | **Adequate**AttemptedUnderdevelopedUneven |
| 7–9 | * The student successfully explains how the two films connect to each other and to the chosen topic, making accurate and relevant observations regarding similarities and differences.
* The comparative study is well supported with appropriate and accurate film vocabulary.
 | **Good**AccurateFocusedRelevant |
| 10–12 | * 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.
* The comparative study is consistently and effectively supported with accurate film vocabulary.
 | **Excellent**DiscerningInsightfulThorough |

##### **C. Assembling the comparative study**

Evidence: Recorded multimedia comparative study and sources.

* 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?

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| **Mark** | **Descriptor** | **Possible characteristics** |
| 0 | The work does not reach a standard described by the descriptors below. |  |
| 1–2 | * The comparative study is constructed with little or no consideration of how to logically convey information. The work is limited, both in terms of audibility and supporting visuals.
* The student focuses on one film in particular throughout the comparative study.
 | **Limited**IrrelevantSimplisticSuperficial |
| 3–4 | * The comparative study has been constructed with some attempt to logically convey information. It is audible and makes adequate use of supporting visuals.
* The student generally gives more consideration to one of the films in particular during the comparative study.
 | **Adequate**AttemptedUnderdevelopedUneven |
| 5–6 | * The comparative study has been assembled to follow a clear and coherent structure. It conveys information audibly and with supporting visuals and examples that are mostly appropriate and meaningful, with some clear links to the topic being discussed.
* The student gives fairly balanced consideration to the two films throughout the comparative study.
 | **Good**AccurateFocusedRelevant |
| 7–8 | * The comparative study is logically 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.
 | **Excellent**DiscerningInsightfulThorough |