

Presentation

The aim of the presentation is to encourage a close textual analysis of a continuous extract, relating its features to the film as a whole and to the wider sociocultural context.

Students must present a clear understanding of how meaning is constructed through the use of film language.

Students may prepare and take notes into the assessment, **but they should not read from a prepared document** and any notes should be used for reference and guidance only. It is the teacher's responsibility to ensure that students do not read out their presentation.

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 SL. 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.

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. 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. 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. 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. There may be brief elements of description but analysis is thorough.
21–25	There is a coherent, incisive, insightful and 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 an insightful analysis of the director's intention. Simple description is negligible and analysis is clear and thorough.

Students should select an extract lasting no more than five minutes from their chosen film and offer a detailed textual analysis of the extract, placing it in the context of the film as a whole and in a broader sociocultural context, as appropriate. Students should include reasons for choosing the particular extract. Shot-by-shot analysis may form part of the presentation, but this should not be used as a substitute for observations that are drawn together from different parts of the chosen extract.

Any sources consulted during the preparation of the presentation must be acknowledged on the coversheet.

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

- The presentation must last no longer than 10 minutes.
- There must be no interruptions or prompting by a supervisor during the presentation
- The presentation must be recorded on a computer.
- Playing the film extract must not occupy any of the student's allotted 10-minute commentary time.

Supervisor's guidance

During the presentation, the supervisor 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 10 minutes may be awarded a mark that does not represent the student's full potential.