

# Textual Analysis

# Overview

**30%**  
of  
your  
final  
IB  
score



**4 weeks** to work on TA!

# Focus

- ★ Analysis of a **prescribed film** text
- ★ demonstrates your **knowledge and understanding of how meaning is constructed in film** through the **use of film elements**, and with **consideration of the cultural context of the film**.
- ★ **use of relevant and accurate subject-specific terminology** common to the study of film and appropriate for film analysis.

This analysis must be based on a **chosen extract** from the film you chose from the prescribed films list. This extract can last **no longer than 5 minutes**.

You will be told what the list of films (will be published in **Announcements**) you can choose from at 20:00 GMT on Monday, **March 30th** and will be submitted your **FINAL DRAFT** of your TA on Tuesday, **April 28th** by 19:59 GMT.

# Good TA

- An **Introduction** which states what film you are analyzing, and what elements in that film you are going to focus on, and gives a brief overview of the cultural context of the film in question.
- A discussion which reveals your **understanding of the cultural context of the film** through consideration of at least **two or more factors**; **(Crit A)**
- An **analysis** of how at least **three to five film elements** of your choice in the film convey meaning; **(Crit B)**
- An analysis of the **relationship factors of cultural context have to film elements** in the text; **(Crit C)**

**All of this should be supported with abundant, authoritative research.**

## Cultural Context

When researching the chosen film text, investigate the **cultural context of the film** as well as a variety of **film elements**



## Film Elements

Offer a **detailed analysis** of the selected **extract**, paying particular attention to **how meaning is constructed** through the **use of a variety of film elements** and formulating your **own interpretations**

## Relationships within the film text

Consider **how the identified film elements in the selected extract relate to the cultural context of the film, to the film text as a whole**, and, where appropriate, **to other films**



# Cultural context involves consideration of some of the following factors, some of which may be blended:

**Economic:** the economic classes and issues explored within the film's narrative

**Geographical:** the geographical location of a film's origin, or the location it depicts

**Historical:** the period of time in which a film was created

**Political:** film that tried to persuade, subvert, or create a political effect

**Institutional:** the production, distribution, and exhibition factors for a film

**Social:** The communities, identities, or issues related to a film

**Technological:** the tools, products, and methods used to create a film



# What are **FILM ELEMENTS**?

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## **CINEMATOGRAPHY**

COLOR, COMPOSITION, LIGHTING,, FRAMING, MOVEMENT, SHOT TYPES, ETC



## **EDITING**

CONTINUITY, CUTS, DISSOLVES, MATCH, MONTAGE, PACE, TRANSITIONS, ETC



## **MISE-EN-SCENE**

such as acting and figure behaviour, art direction, costume and make-up, décor, lighting, set and setting, space, etc.



## **SOUND**

such as dialogue, sound editing, sound effects and foley, soundtrack and music or score, diegetic and non-diegetic, etc



## **FILMMAKER'S INTENTIONS**

INCLUDE FILMMAKERS INFLUENCE AND VISION



## **GENRE, CODES, CONVENTIONS**

## **NARRATIVE STRUCTURE**

## **MOTIFS, SYMBOLS, THEMES**



## **CRITICAL RESPONSE AND RECEPTIONS**

# Small (BIG) Tips

- Always connect your discussion of how film elements create meaning.
- Discuss filmmakers' intentions.

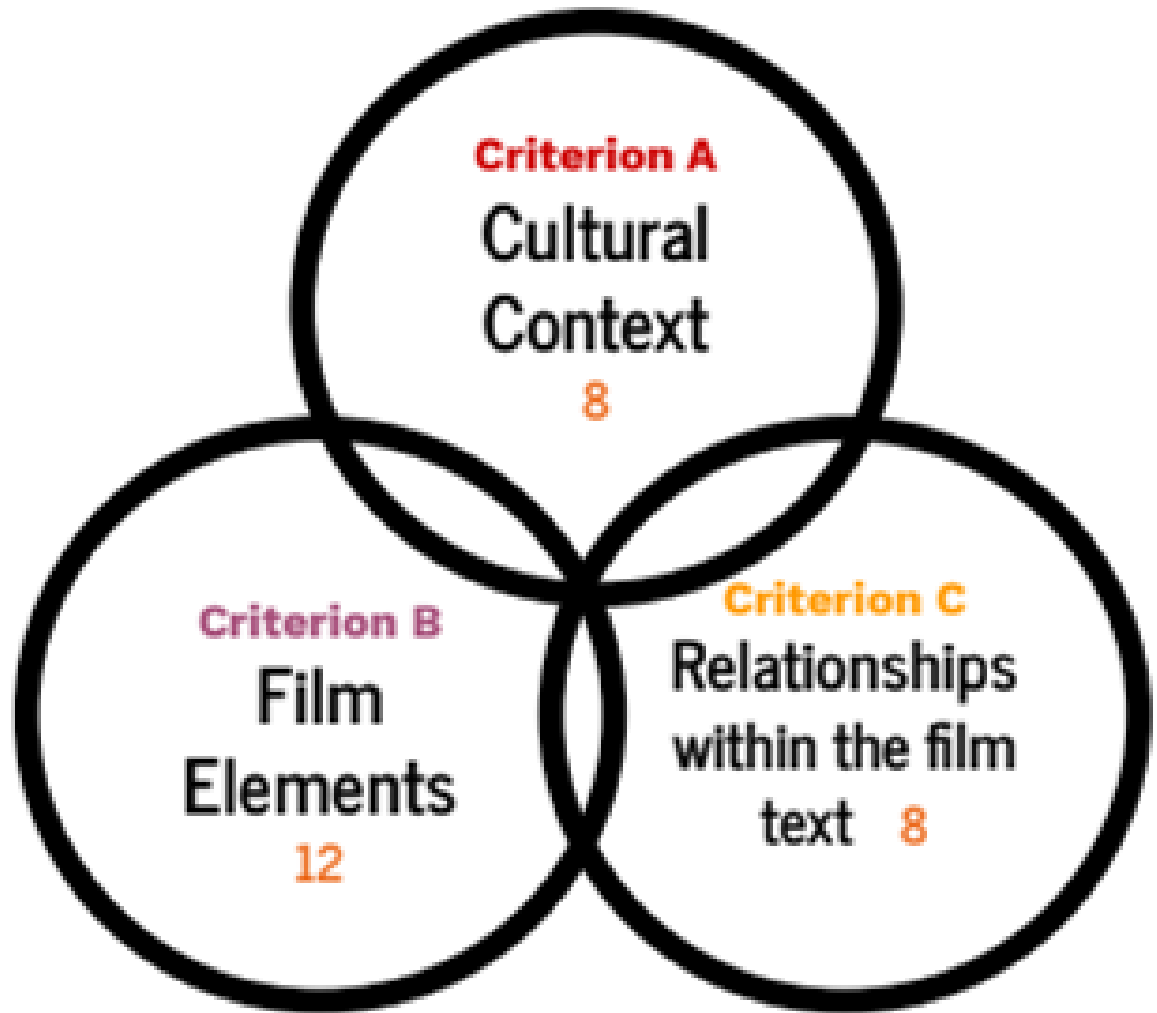
Always.....

- Keep a cinematic focus
- Use relevant film vocabulary to support your observations.



# Rubric points breakdown

The best TA's  
**integrated research  
and personal  
analysis** and  
maintained a **good  
balance** between the  
three criteria.



# Criterion A

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	<p>This work is <b>limited</b>.</p> <p>The student demonstrates <i>little or no understanding</i> of the identified cultural context of the chosen film.</p> <p>The student makes little or no reference to sources that are relevant or appropriate to the work.</p>	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
3–4	<p>This work is <b>adequate</b>.</p> <p>The student demonstrates <i>some understanding</i> of the identified cultural context of the chosen film, but this is underdeveloped.</p> <p>The student supports their understanding of the cultural context with reference to some sources that are relevant or appropriate to the work.</p>	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Suitable</p> <p>Sufficient</p> <p>Typical</p>
5–6	<p>This work is <b>good</b>.</p> <p>The student demonstrates a <i>clear and appropriate understanding</i> of the identified cultural context of the chosen film.</p> <p>The student supports their understanding of the cultural context with references to appropriate and relevant sources.</p>	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>
7–8	<p>This work is <b>excellent</b>.</p> <p>The student demonstrates an <i>effective and highly appropriate understanding</i> of the identified cultural context of the chosen film.</p> <p>The student supports their understanding of the cultural context with references to highly appropriate and relevant sources that add to the critical perspectives explored in the work.</p>	<p>Compelling</p> <p>Finessed</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>Sophisticated</p>

# Criterion B

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–3	<p><i>This work is <b>limited</b>.</i></p> <p>The student <u>lists</u> the ways in which the extract uses the identified film elements to convey meaning. The work is limited in scope and contains mainly irrelevant or superfluous information.</p> <p>The student demonstrates <u>little or no appropriate use of relevant film vocabulary</u>.</p>	Basic Incomplete Ineffective Rudimentary Superficial
4–6	<p><i>This work is <b>adequate</b>.</i></p> <p>The student <u>outlines</u> the ways in which the extract uses the identified film elements to convey meaning. The work is more <u>descriptive</u> than analytical.</p> <p>The student demonstrates <u>some appropriate use of relevant film vocabulary</u>.</p>	Acceptable Reasonable Standard Suitable Sufficient Typical
7–9	<p><i>This work is <b>good</b>.</i></p> <p>The student <u>explains</u> the ways in which the extract uses the identified film elements to convey meaning. The work is accurate.</p> <p>The student demonstrates <u>clear and appropriate use of relevant film vocabulary</u>.</p>	Competent Balanced Proficient Relevant Thoughtful
10–12	<p><i>This work is <b>excellent</b>.</i></p> <p>The student evaluates the ways in which the extract uses the identified film elements to convey meaning. The work is detailed, accurate and relevant.</p> <p>The student demonstrates <u>compelling and effective use of relevant film vocabulary</u>.</p>	Compelling Finessed Honed Insightful Mature Sophisticated

# Criterion C

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	This work is <b>limited</b> . • The student demonstrates <u>little or no understanding</u> of how the cultural context and a selection of the identified film elements in the extract relate to the chosen film text as a whole.	Basic Incomplete Ineffective Rudimentary Superficial
3–4	This work is <b>adequate</b> . • The student demonstrates <u>some understanding</u> of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole, but this is underdeveloped.	Acceptable Reasonable Standard Suitable Sufficient Typical
5–6	This work is <b>good</b> . • The student demonstrates a <u>clear and appropriate understanding</u> of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole.	Competent Balanced Proficient Relevant Thoughtful
7–8	This work is <b>excellent</b> . • The student demonstrates an <u>effective and highly appropriate understanding</u> of how the cultural context and a selection of the identified film elements in the extract relate to each other, as well as to the chosen film text as a whole.	Compelling Finessed Honed Insightful Mature Sophisticated

# Formal Requirements

- **1,750-word written analysis**
- **Doubled spaced**
- **12 point sans serif**
- **Cultural Context (2 minimum suggested)**
- **Film Elements (3 to 5 suggested)**
- **Use images from the film to support your analysis**
- **Works cited**



# Research



- Use a **variety of sources** (different publications, academic film critics)
- The film itself it's a source
- Interviews are valuable

## In-text Citations

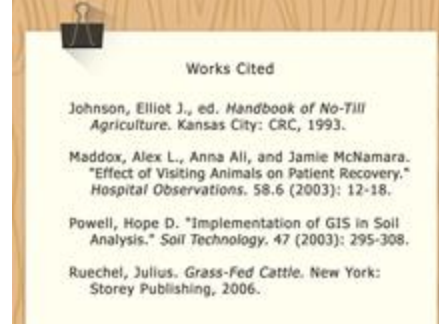
Refer to your sources in the written analysis with in-text citations

- **Avoid** using the first three hits that appear in Google... **research seriously!** (Avoid bloggers)



# Academic Honesty

- just providing URLs is **NOT enough!**
- MLA in-text citation style uses the **author's last name and the page number** from which the quotation or paraphrase is taken, for example: (Smith 163).
- If the source does not use page numbers, do not include a number in the parenthetical citation: (Smith).



- **Credit all the sources you use, even if you have paraphrased or summarized**
- **Distinguish between your work and the source being used**
- **Use MLA style of referencing**

The IB takes academic honesty very seriously!



- **Citing Web Pages In Text**

- Cite **web pages** in text as you would any other source, using the author.
- If the author is not known, use the title as the in-text citation.

**Examples:**

Entire website with author:

In-text citation

Parents play an important role in helping children learn techniques for coping with bullying (Kraiser).

Reference entry

Kraizer, Sherryll. Safe Child. Coalition for Children, 2011, [www.safechild.org](http://www.safechild.org).

Web page with no author:

In-text citation

The term Nittany Lion was coined by Penn State football player Joe<sup>17</sup> Mason in 1904 ("All Things Nittany").

Reference entry

"All Things Nittany." About Penn State. Penn State University, 2006, [www.psu.edu/ur/about/nittanymascot.html](http://www.psu.edu/ur/about/nittanymascot.html)

**MLA in-text  
citation**

# Very important: Timeline

Weeks	How to organize	Assignments	Live Lessons
Week 26 31 March- 7 April	Choose 1 film - Watch it <b>entirely</b> Take notes! Choose the <b>fragment (5 minutes max)</b>	TA planning Template	TA. Instructions, Timeline, Cultural Context and Citations
Week 27 7 April - 14 April	Review the film Choose cultural context - <b>Investigation process is essential!!</b> Look for relationships between film elements and cultural contexts	Discussion  Cultural Analysis and Works Cited  Student Self-Reflection 2	TA. Film Elements and Relationships

# Very important: Timeline

Weeks	How to organize	Assignments	Live Lessons
Week 28 14 April - 21 April	<p>Watch again the movie (yes!) Focus on 3 to 5 film elements Make connections between film elements and cultural context</p> <p>Write at least 2 paragraphs on each film element Use <b>images</b> from the film to support your analysis</p>	First Draft	TA. Rough Draft Submission Directions
Week 29 21 April - 28 April	<p><b>Draft, revise, and format</b> your paper Create your <b>Bibliography</b></p> <p>Submit your final paper.</p>	<b>Final Draft</b> and Works Cited	TA. Final DRaft and Works Cited Submission Directions

**Thanks!**



**Any questions?**

Ask your teachers and do not forget to attend to Weekly Live Lessons