**Comparative Study—Declaration of Films**

As we discussed in Comparative Study - Digging Deep lesson, the first step in completing your Comparative Study is identifying and selecting the task components.

Review this lesson for a full description of the requirements of this assessment, or head to the IB Film Studies Portfolio Website.

**Review**- [IB Film Studies Portfolio Website](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)

**Film Focus**

Select an area of film focus that interests and excites you from one of the following:

Film movements

* such as French New Wave, German expressionism, Third Cinema, and so on

Film genre and film style

* such as film noir, romantic comedy, science fiction, Western, and so on

Film theory

* such as auteur theory, feminism, Marxist film theory, and so on

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).

* Economic
* Geographical
* Historical
* Institutional
* Political
* Social
* Technological

Preparation Process

You should start this task by carrying out research into film concepts, theories, practices and ideas that interest and excite you, and that will ensure maximum potential for meeting the needs of the assessment task criteria.

From your research, identify the task components for a recorded multimedia comparative study.

**Task Components**

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

One area of film focus from the list above.

Two films for comparison from within the chosen area of film focus

One of the films should originate from a contrasting time (historical) or space (geographical) to your personal context

The other film identified for comparison must arise from a contrasting cultural context to the first film.

It important to note that you are required to select films you 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  in any other assessment or the Extended Essay.

A clearly defined topic for a recorded multimedia comparative study, which links both the selected films and the identified area of film focus.

The assessment criteria for this 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.

**Assessment**

Students undertake the following process for assessment.

**Inquiry**

* Each student carries out broad research, using both primary and secondary sources, in order to investigate possible areas of film focus and films for comparison from within the areas of film focus, using materials from a range of sources, including original films, critiques, publications and other media. Each student decides the selection of the task components, which includes a clearly defined topic for the comparative study. Each student defines the cultural context of the selected films and justifies why these task components were chosen for the comparative study.
* Each student undergoes a process of comparing and contrasting their selected films (and carrying out further focused research into the task components) in order to deepen their understanding of each film.

**Action**

* Each student assembles their findings, developing a personal and critically reflective perspective, and identifies and gathers appropriate audio-visual material to support the study.
* As a result of the inquiry and action processes outlined above, each student prepares a recorded multimedia comparative study (10 minutes maximum) for submission, ensuring a balance between visual and spoken elements, while making clear reference to their sources as on-screen citations. The primary weight of evidence for the study should be selected from the two chosen films.

**Reflection**

* Students reflect on the learning undertaken in this task, and review and refine their comparative study ahead of submission.

**Examples of possible task components**

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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of film focus** | **Film 1** | **Film 2** | **Topic for comparative study** |
| Film movement: German expressionism | The Cabinet of Dr. Caligari (1920) | Edward Scissorhands (1990) | The representation of social pressure and “the outcast”. |
| Film movement: French New Wave | Breathless (1960) | Bonnie and Clyde (1967) | The influence of French New Wave on American films. |
| Film genre and film style: Black comedy | No. 3 (1997) | The Big Lebowski (1998) | The conventions of black comedy. |
| Film theory: Soviet montage | Battleship Potemkin(1925) | Koyaanisqatsi (1982) | The enduring influence of Eisenstein’s editing techniques. |

After reading the above, one thing should be clear:  spending the time needed to properly research and choose your task components carefully and thoughtfully is critical to your success on this assessment, as picking the right films, the right film focus, and the right film topic will determine whether your analysis is superficial and obvious or insightful and original.

But how do you go about ensuring that your films, focus, and topic choices will indeed enable you to write a Comparative Study of both depth and breadth? Easy. Okay, not easy, but something you can definitely do!

1. Don’t cheat on your research. REALLY spend the time investigating possible films and film genres, movements, and theories by looking at a DIVERSE collection of authoritative resources. In other words, while IMDB, Wikipedia, or other easily available (and often far too general) Internet sources are fine for basic information, you are considered not only a film student but a film scholar, someone who is willing to go the distance to find materials from a WIDE range of sources, including books, articles, peer-reviewed publications, and other print and digital media. If we’ve said it once, we’ve said it a thousand times: A badly or weakly researched study in IB Film will be immediately obvious to the IB film examiner, and will not earn a good score.
2. Pick films and movements, genres, or theories that you are excited about. Make no mistake about it: your enthusiasm for your subject matter and topic will be immediately obvious to your examiner. If you are bored or disinterested in what you are writing about, or doing it only because it’s an assessment you need to complete, your examiner will know it, and once again you will not score as highly as you could.
3. Spend the time you need editing, tweaking, and getting your topic statement just right. Look at the examples of topics for comparative study that IB gives you above and make yours even better. Be specific, intriguing, and clear.

# Comparative Study Thesis Declaration

You will now submit your Comparative Study Thesis.  This will start your journey that will finish with your final IB Assessment submission.  Your teacher will review your thesis to see if everything looks good.  If it is, the teacher will provide you with a greenlight to start your assessment process.

The sooner you submit your Comparative Study Thesis, the sooner you can start your research.  Your bibliography will be due by the end of next week.

Compile your responses in a PDF document for submission.

Note: For all assignments, title your document in the following way -

(Title of assignment) (First name) (Initial of your second name)

For example, if your name is Sanjay Kumar, and you are submitting this assignment, CS Thesis Declaration, the file will be titled -

Film School Thesis Generator Sanjay K.