**IB Film**

**Textual Analysis Guide and Template**

***A guide to planning, researching and creating your IB Film Textual Analysis Assessment***

**The TASK:**

Demonstrate knowledge and understanding of how meaning is constructed in film through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film.

**Steps for this TASK:**

1. Prescribed films announced by IB
2. Teacher selects three to five films from the Prescribed Films list
3. Students screen all announced films
4. Students select one film to analyze
5. Students select one FIVE MINUTE extract from the film to analyze
6. Students select two/three Cultural Context elements to focus on throughout analysis process
7. Students select two/three Film Elements to focus on throughout the analysis process
8. Students will connect the Cultural Context elements to the Film Elements to provide context and validity to the analysis
9. Students will write a paper, no longer than 1750 words, that articulates all three major elements of the TA:
   1. Cultural Context
      1. Demonstrating an understanding of the cultural context of the film text
      2. Support your understanding of the cultural context with research from relevant sources
   2. Film Elements and terminology
      1. Demonstrate an understanding of how the extract makes use of film elements to create meaning in the chosen film
      2. Support your observations with relevant film terminology
   3. Relationships within the film text
      1. Demonstrate an understanding of the ways in which the cultural context of the film and the identified film elements relate to each other, as well as to the chosen film text as a whole (this might also feasibly include, where appropriate, relationships to other film texts).
10. Students will submit a Works Cited page that details the sources of research
11. Students will submit a FCAF/6 Form
12. **FILM Choices List**

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| **What film are you selecting?**  e.g. *Citizen Kane* | **Year, Country and Director of the film**  e.g. 1941, USA, Dir: Orson Welles | **Extract Timestamp**  e.g 00:00:00—00:05:00 |
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1. **Cultural Context**

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| --- | --- |
| **Select two/three Cultural Context elements that are considered appropriate for the IB Textual Analysis Assessment.**  e.g. Political, Technological | **Justification for the selection of the Cultural Context element. Be as specific as possible (how does it relate to the film/theme)** |
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**3. Film Elements**

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| **Select two/three Film Elements that are considered appropriate for the IB Textual Analysis Assessment.**  e.g. Cinematography, Editing | **Justification for the selection of the Film Elements. Be as specific as possible (how does it relate to the film/theme)** |
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**4. Works Cited**

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| **List your sources for your Textual Analysis.**  **This includes your film, primary sources, secondary sources.**  **Five sources for Cultural Context**  **Five sources for Film Elements**  **List sources here.** | **Rationale for the use of this source.**  **Include:**   * **Why it is important to your research** * **How are you going to use it** * **Quote from source (if applicable)** |
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**5 Relationships (Film Element and Cultural Context)**

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| **Film Element*:  What does it look like and what does it communicate to the audience?*** | **Cultural Context*:*** | **Relationship between the two** |
| **Film Element:** Cinematography  **Description:** The beginning of the sequence marks Ada’s breakaway from her daughter Flora. As Flora is running through the forest, cursing at her mother for abandoning her in order to see her lover, the camera cuts to a shot of her stepfather approaching. A feeling of apprehension immediately overwhelms us, as we wonder if Stewart is going to find out about the affair. He asks Flora where her mother is and, in a close-up, she screams “To hell!”. The camera then cuts to a shot of Baines lying down in his home and, although Ada is not there yet, we know that this is where she is headed. These two juxtaposing shots represent the concept of hell put next to Baines, so as to say that his relationship with Ada and the adultery they are about to commit are sin. However, in the context of the film, Ada’s freedom and her independence come from her sexual relationship with Baines. With this scene Campion is criticizing the way society judges women, as Ada’s sexuality is seen as a sin and not as something to be celebrated. What is more, the shot shows the divide between Flora and Ada. Up until now Flora has never spoken to her stepfather, and the first time that she does, she betrays her mother. | **CC Element:** Socio cultural  **How it can be seen in the context of the film:** The Piano is set in 1850s New Zealand, in a time when women had no rights at all. They could not own property, nor hold their own money and everything they had went to their husbands. It was quite normal for them to be forced into marriage and they were expected to tolerate their husbands. Additionally, women were not supposed to be sexual beings and it was considered as a scientifically proven fact that they had no sexual desire. Any woman that showed such tendencies was considered to be mentally insane and had to be treated immediately. | The cinematography shows Ada going against the sociocultural context that oppressed women at the time, and marks a turning point not only for plot, but also for Ada’s character, as we see her exploring her own sexuality and for the first time starting to become more independent. |
| **Film Element 1:**  **Description:** | **CC Element 1:**  **Context:** | **Relationship 1:** |
| **Film Element 2:**  **Description:** | **CC Element 2:**  **Context:** | **Relationship 2:** |

**The Assessment Task:**

The objective is for you to show an understanding of the cultural context and how meaning is created for an audience by the filmmakers’ decisions about visual and audio elements.

You will choose an extract up to 5 minutes in length from the film to demonstrate your understanding of:

* The **cultural context** of the chosen film text
* The use of **film elements** to construct meaning in the selected extract, using appropriate film vocabulary
* How the identified **film elements** in the selected extract relates to the **cultural context** of the film, to the film text as a whole, and, where appropriate, to other films, as identified by the student.

You must choose a sequence that will evidence aspects of the cultural context of the film. This should be supported with **research from relevant sources**.

**Word Count: 1750**

**You should discuss the following features:**

1. **Cultural Context**
   * **Economical** E.g. economic classes and issues explored within a film’s narrative
   * **Historical**  E.g. the period in time in which a film was created or the period that the film depicts
   * **Geographical** E.g. the geographical location of a film’s origin or the location it depicts
   * **Institutional** E.g. the production, distribution and exhibition factors involved for a film
   * **Political** E.g. a film that attempts to persuade, subvert or create a political effect
   * **Social** E.g. the communities, identities or issues represented in a film
   * **Technological** E.g. the tools, products and methods used to create a film
2. **Film Elements**
   * Cinematography (such as colour, composition, exposure, framing, focus scale, movement, shot type, and so on)
   * Critical response and reception
   * Editing (such as continuity, cut, dissolve, match, montage, pace, transition, and so on)
   * Filmmakers’ influences, intentions and vision
   * Genre, codes and conventions
   * *Mise-en-scène* (such as acting and figure behaviour, art direction, costume and make-up, décor, lighting, set and setting, space, and so on)
   * Motifs, symbols and themes
   * Narrative structure
   * Sound (such as dialogue, sound editing, sound effects and foley, soundtrack and music or score, diegetic and non-diegetic, and so on)

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| **Supporting Visual Evidence:**  *You may use carefully selected and relevant illustrations, such as screengrabs, visuals or diagrams considered necessary to support your analysis. They must be:*   * *Clearly labelled* * *Appropriately referenced to acknowledge source* * *Use MLA, APA, Harvard format* * *Labels should not include commentary* |

**6 Assembly of the Textual Analysis Assessment**

**Required Steps:**

* **Cover Page:**  Created using the template provided on the website. List in the following manner:
  + Textual Analysis
  + IB Film Standard Level
  + Cohort (e.g. M2019)
  + Personal Code (e.g. ABC123)
  + Film Title and Extract Timestamp
* **Essay**
  + 1750 words maximum (provide word count at end of essay)
  + Ariel 12-point font, double spaced
  + Page numbers starting with the first page of the manuscript
  + Images used? Captions in italics?
* **Works Cited page**
  + MLA Style
  + Alphabetical by author
  + Include URLs if it is an electronic source
  + Single spaced per entry
  + Double spaced between entries
* **Delivery of Textual Analysis**
  + PDF of all three sections packaged as one file
  + Name file:
    - *Last Name\_First Name\_Cohort\_TAA*
  + Deliver digital copy to teacher
* **6FCAF Form Completed**
  + Available on the website under Textual Analysis Assessment
  + Complete all required fields for submission
  + Name file:
    - *Last Name\_First Name\_Cohort\_6FCAF*
  + Deliver PDF digital copy to teacher

Textual Analysis

FINAL CHECKLIST

**Do you have the following?**

* Title
* Page numbers
* Word Count
* Size 12 Sans Serif family font (ie. Arial), Double spaced
* Stated the extract including timecode (explained what happens in the sequence chosen)
* Sub headings (if appropriate)
* Images
  + Images labelled (MLA format with labels e.g. Fig.1)
  + Images referred to in the essay? E.g *In fig. 1 the close up...*
* In-text citation of ALL sources (MLA, APA, Harvard)
* Bibliography / works cited (MLA, APA, Harvard)
  + Alphabetical order
  + Included YOUR CHOSEN FILM as well as other films.
  + Books
  + Articles
  + Videos/ Video Essays

* Criteria A:
  + Discussed the cultural contexts and themes within the film?
  + Used sources to add to the critical perspectives of the cultural context?
* Criteria B:
  + Clearly identify the films elements you will evaluate?
  + Used relevant film terminology consistently and effectively?
  + Gone beyond explaining film elements and evaluated them?
* Criteria C:
  + Discussed how cultural context and the film elements relate to each other?
  + Discussed how this links to the film as a whole (and other films if appropriate).