

Structuring the film reel

Students are required to select clips of evidence from their gathered film production work in order to assemble a film reel for assessment. The film reel, which is submitted as one single video file, must contain three chapters (one for each discrete film production role) and be structured as follows.

Film reel		
Film production role 1	Film production role 2	Film production role 3
Black slate (10 seconds)	Black slate (10 seconds)	Black slate (10 seconds)
1–6 clips of evidence	1–6 clips of evidence	1 completed film (without credits)
Best evidence from exercises, experiments, completed films or excerpts in the role	Best evidence from exercises, experiments, completed films or excerpts in the role	
3 minutes maximum (excluding black slate)	3 minutes maximum (excluding black slate)	3 minutes maximum (excluding black slate)

Students are strongly encouraged to submit multiple clips of evidence for film production roles 1 and 2, as long as the combined material for each role does not exceed 3 minutes maximum. The recommended minimum length of each clip is 30 seconds. Students must submit a completed film (without credits) for film production role 3.

The clips of evidence submitted in the film reel should represent the best work in each selected film production role and that the work will be judged on how it best fulfills the assessment criteria for the task. Materials submitted that do not provide sufficient evidence of skill in the selected production role will result in a compromised mark for that role.

Please note: there is a tension between the creative risk-taking encouraged in the taught syllabus (Exploring film production roles) and the need for proficiency to be demonstrated in each film production role within the film portfolio assessment task.

When selecting clips of evidence for their film reel, students may choose to include rough experimental work completed during the course in order to demonstrate where they began with their exploration of the chosen role. However, this evidence should also be accompanied by clips that also demonstrate how students successfully resolved problems or overcame challenges encountered while developing their skills in that role. These “resolved ” clips of evidence should showcase their best work as it developed during the course. Resolved work may include evidence from reshoots, retakes, re-edits, rewrites or other filmed attempts that demonstrate deliberate and considered strategies to overcome challenges associated with a specific role in order to develop proficient skills and techniques.

Alternatively, students may choose to submit only resolved or honed clips of evidence within the film reel. Both approaches are equally acceptable in order to present the best evidence for each film production role.

Black slate

The film reel must be structured using a 10-second black slate (excluded from the total time limit), which is placed before each of the three film production roles in order to identify each clip of evidence submitted per role and the length of each clip.

FILM PRODUCTION ROLE 1

Role: State the role here

- Clip 1: Title of clip (and duration)
- Clip 2: Title of clip (and duration)
- Clip 3: Title of clip (and duration)
- Clip 4: Title of clip (and duration)

Figure 3

An example of the layout for the black slate.

Use of audio-visual material and copyright

In this task, students are expected to be the original creators of, or have a significant role in the creation of, all of the material submitted for assessment. Therefore, submitted work for this task must not contain any copyright material.

Materials sourced from creative commons websites or copyright-free materials (such as sound effects or sample graphics) are permitted in this task; however, these should be kept to a minimum. Students who choose to include creative commons or copyright-free materials are required to clearly state in their portfolio pages why they chose to use the creative commons or copyright-free materials, where the materials can be seen or heard in the film reel and the ways in which the student has adapted or altered that material for use in this task. The materials must also be appropriately referenced in the submitted list of sources.

Students should make every effort to ensure that all images and sounds contained within their film reel are deliberately planned, managed and included as an intentional part of the work. Students should therefore make every effort, where achievable, to prevent situational advertising, branding and unintentional background images and audio from appearing in their film work.

Academic honesty

All sources must be acknowledged following the protocol of the referencing style chosen by the school.

- If a student uses work, ideas or images belonging to another person in the film portfolio, the student must acknowledge the source using a standard style of referencing in a consistent manner.

- A student's failure to acknowledge a source, which includes the use of creative commons or copyright-free material used in the film reel (as outlined in the "Use of audio-visual material and copyright" section), will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.

Formal requirements of the task

Each student submits a film portfolio for assessment, containing the following.

- a. Portfolio pages (9 pages maximum: 3 pages per film production role) and a list of all sources used.
- b. A film reel (9 minutes maximum: 3 minutes maximum per film production role).

The procedure for submitting the assessment materials can be found in Diploma Programme Assessment procedures.

Students should be informed that where the submitted materials exceed the maximum page and time limits for each film production role within the film portfolio, moderators will only assess the work that falls within the prescribed limits. Submitted work must not contain any appendices as these will not be read by moderators.

Internal assessment criteria—SL and HL

Summary

Film portfolio		Marks	Total
Role 1 criterion A	Portfolio pages	4	24
Role 1 criterion B	Film reel	4	
Role 2 criterion A	Portfolio pages	4	
Role 2 criterion B	Film reel	4	
Role 3 criterion A	Portfolio pages	4	
Role 3 criterion B	Film reel	4	

Criteria

Please note: Each of these criteria will be applied three times—once for each of the film production roles being assessed.

A. Portfolio pages

Evidence: Portfolio pages and sources.

- To what extent does the student evaluate how their research, creative explorations and production work, led by filmmaker intentions, have shaped their understanding of the chosen film production role?

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1	<p>This work is limited.</p> <ul style="list-style-type: none"> The portfolio pages and supporting evidence provide an undeveloped or incomplete outline of the student's research, creative explorations and production work, or the student's understanding of the specific film production role is inaccurate, irrelevant or unclear. 	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
2	<p>This work is adequate.</p> <ul style="list-style-type: none"> The portfolio pages and supporting evidence provide a description of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to a mostly relevant or appropriate understanding of the specific film production role. 	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Suitable</p> <p>Sufficient</p> <p>Typical</p>
3	<p>This work is good.</p> <ul style="list-style-type: none"> The portfolio pages and supporting evidence provide a detailed and informative explanation of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to an accurate and relevant understanding of the specific film production role. 	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>

4	<p>This work is excellent.</p> <ul style="list-style-type: none">The portfolio pages and supporting evidence provide a compelling and discerning evaluation of how the student's research, creative explorations and production work, led by their filmmaker intentions, contributed to a highly appropriate understanding of the specific film production role.	<p>Compelling Finessed Honed Insightful Mature Sophisticated</p>
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B. Film reel

Evidence: Film reel.

- To what extent does the student demonstrate skills in the chosen film production role?

Students who exceed the maximum time limit should be informed that the moderator will stop watching after 3 minutes (excluding the black slate) and assess the work based only on those 3 minutes.

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1	This work is limited. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) an undeveloped level of ability in the student's production skills, as appropriate to the one film production role. The student's use of skills, techniques and/or approaches are rudimentary and the results are ineffective.	Basic Ineffective Rudimentary Unsuccessful
2	This work is adequate. <ul style="list-style-type: none">• The film or collection of film clips demonstrate(s) an acceptable level of ability in the student's production skills, as appropriate to the one film production role. Some relevant skills, techniques and/or approaches are applied, but these are underdeveloped.	Acceptable Standard Sufficient Typical

3	<p>This work is good.</p> <ul style="list-style-type: none">The film or collection of film clips demonstrate(s) a competent level of proficiency in the student's production skills, as appropriate to the one film production role. Relevant skills, techniques and/or approaches are applied in a clear and suitable manner.	Capable Clear Effective Robust
4	<p>This work is excellent.</p> <ul style="list-style-type: none">The film or collection of film clips demonstrate(s) a sophisticated level of proficiency in the student's production skills, as appropriate to the one film production role. Relevant skills, techniques and/or approaches are applied in a highly effective manner.	Accomplished Finessed Honed Refined