

# **IB External Assessment:**

## **Collaborative Film Project**

### **The task**

The task requires you to work collaboratively to plan and create an original completed film. You will work in core production teams of two to four students and each write a project report that supports and evidences your chosen film production role taken during the production phases. The focus of this task is on the nature of collaboration throughout the creative process and on your ability to effectively contribute to the successful realization of your group's agreed intentions.

## **Key terminology**

### **Core production team**

For the purposes of this assessment task, you are required to work collaboratively as part of a core production team of two to four students. Your core production team is fully responsible for defining the scope of the original film and for ensuring that all creative and logistical aspects of pre-production, production and post-production are carried out successfully.

## **Key terminology**

### **Core production team (cont.)**

While each member of your group will take on one single film production role, it is expected that, as members of the core production team, you will each take on numerous other responsibilities and tasks during the project in order to support the cooperative realization of the completed film. This flexible and supportive collaboration is central to this assessment task and you need to keep a record of the nature of your collaborations. You should reflect on your approach to team work, problem-solving, time management and conflict resolution as a member of the core production team, and should evaluate the successes and challenges you encountered as part of the creative process.

## Key terminology

### **Film production roles**

For the purposes of this assessment task, you must take responsibility for one of the following film production roles (one discrete role per student in the group) for which you will be assessed: Cinematographer, Director, Editor, Sound, Writer

## **Working with others**

Your core production team is permitted to enlist the help of other people in the creation of your original films, such as production assistants, actors and crew members, so long as all key decision-making is still made by the two to four members of your core production team. These additional individuals (with the exception of actors) must be students from your school. Actors for your completed film may be adults or members of the wider community.

## The process

### Inquiry

- Each student joins a **core production team**, making a group of two to four students from the school community. Each member of the **core production team** discusses the contexts within which they will work, developing an overall framework for their original film (which is inspired by research), considering both theoretical approaches, such as genre and style, as well as practical considerations.
- Each **core production team** collaboratively creates a production plan for an original film. The group also clearly articulate their agreed intentions for the film.
- Each **core production team** seeks approval for the plan for filming from the teacher. Once approved, each student begins planning their involvement in the production, including the selection of their one **film production role**.

## The process

### Action

- Each **core production team** collaboratively engages in the pre-production, production and postproduction phases in order to produce the completed film (7 minutes maximum).
- Each student carries out their one **film production role**, making considered creative choices and deploying their skills in order to convey meaning and contribute to the overall effectiveness of the film.
- Each student is expected to participate in all three phases of production regardless of the individual **film production role** they have taken for assessment purposes, in order to help fulfill the identified intentions of the group.

## The process

### Reflection

- Each **core production team** collaboratively writes a logline for the completed film (articulated in 50 words or less) which provides a very brief summary of the film.
- Each student reflects on the creation of the original film and on the creative choices they made in their one **film production role** in order to convey meaning. They also reflect on the process of collaboration and the successes and challenges encountered as a member of the core production team in attempting to fulfil the agreed intentions of the group.
- Each student documents and presents their reflections on the completed collaborative film project as a 2,000 word (maximum) project report.



## **What you submit for assessment:**

- a. A completed IB cover sheet.
- b. A completed film (7 minutes maximum).
- c. A project report (2,000 words maximum) and a list of all sources used.

## **Formatting your work:**

The completed film must include a 10-second black slate (placed before the film and excluded from the total time limit) to enable the assessor to identify the title of your film, the logline (articulated in 50 words or less) and your one film production role.

The project report (2,000 words) is a written account of your involvement in the collaborative film project. You should order your project report using the following headings, giving equal weight to each area.

### **1. Creative work in my one film production role:**

Work in this section of the film report should include your justification of the creative choices made in order to convey meaning in the completed film in your one chosen film production role.

### **2. Collaboration with my core production team:**

This section should begin with a clear statement of your core production team's agreed intentions for the film. Work in this section of the film report should include your reflection on the successes and the challenges of participation in the core production team and involve discussion on the ways in which your collaborations helped to fulfill the agreed intentions of the group.

### **Formatting your work:**

- The project report should contain a table of contents (excluded from the word count), which should also clearly state the number of words the student has used. The list of all sources used is also excluded from the word limit.
- You may use relevant diagrams, floor plans, images, sketches, screen-grabs or visuals considered necessary in your project report. You may also include your own photographs, images or scans, as necessary, ensuring they are of an appropriate quality. All visual evidence must be clearly labelled and appropriately referenced. These labels are excluded from the final word limit of the project report and should only contain the minimum information to ensure the examiner understands the significance of the visual evidence.
- Supporting visual evidence and labels must not include commentary, as this will be considered as part of the project report discussion and therefore be included in the word count.
- The work should be created using a common page size (A4 or US Letter) and be typed in a legible sans serif 12-point font. The portfolio pages may also contain legible handwriting.

## Ethical filmmaking

Student work for this assessment task must not:

- damage the environment
- glamorize the taking of drugs
- inappropriately reference socially taboo subjects
- incite or condone intolerance or hatred of others
- include excessive or gratuitous violence
- make reference to, or represent, explicit sexual activity

## What the examiner is looking for

### **Demonstration of skills in one chosen film production role**

8 marks

For assessment, you need to:

- demonstrate skills in your one chosen film production role to successfully contribute to the overall effectiveness of the completed film.

## What the examiner is looking for

### **Justification of creative work in one film production role**

8 marks

For assessment, you need to:

- justify the creative choices you made in order to convey meaning in your one film production role during the production phases.

## What the examiner is looking for

### **Reflection on collaboration in the core production team**

8 marks

For assessment, you need to:

- reflect on the process of collaboration and the successes and challenges you encountered as member of the core production team in attempting to fulfill the agreed intentions of the group.
- cite informative moments or examples from within the completed film to support your reasoning.

## **Rubric      A:    Demonstration of skills in one chosen film production role**

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Limited</b>	
7-8	5-6	3-4	1-2	0
The work in one film production role demonstrates a sophisticated level of proficiency in the student's production skills (as appropriate to the one chosen role), evidencing highly effective techniques and/or approaches that successfully contribute to the overall effectiveness of the film.	The work in one film production role demonstrates clear proficiency in the student's production skills (as appropriate to the one role), evidencing clear and suitable techniques and/or approaches that mostly contribute to the overall effectiveness of the film.	The work in one film production role demonstrates an acceptable level of ability in the student's production skills (as appropriate to the one role), evidencing some appropriate techniques and/or approaches that partially contribute to the overall effectiveness of the film.	The work in one film production role demonstrates an undeveloped level of ability in the student's production skills (as appropriate to the one role), evidencing rudimentary techniques and/or approaches that are largely ineffective and/or detract from the overall effectiveness of the film.	The work does not reach a standard described by the descriptors.
Discerning Insightful Thorough	Accurate Focused Relevant	Attempted Underdeveloped Uneven	Irrelevant Simplistic Superficial	



## **Rubric**      **B:    Justification of creative work in one film production role**

<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Limited</b>	
7-8	5-6	3-4	1-2	0
The student provides a thorough and discerning justification of their creative choices in order to convey meaning in one film production role during the production phases. This work is detailed, accurate and relevant.	The student provides a detailed and informative explanation of their creative choices in order to convey meaning in one film production role during the production phases. This work is accurate and partially justified.	The student provides a useful description of their creative choices in order to convey meaning in one film production role during the production phases. This work is more descriptive than analytical and/or lacks clear justification of choices.	The student provides an undeveloped or incomplete outline of their creative choices in one film production role during the production phases. This work is limited in scope and contains mainly irrelevant or superfluous information.	The work does not reach a standard described by the descriptors.
Discerning Insightful Thorough	Accurate Focused Relevant	Attempted Underdeveloped Uneven	Irrelevant Simplistic Superficial	

**Rubric**

**C: Reflection on collaboration in the core production team**

Excellent	Good	Adequate	Limited	
7-8	5-6	3-4	1-2	0
The student provides an insightful reflection on the successes and challenges of their participation in the core production team, discussing how their collaborations helped to fulfill the agreed intentions of the group.	The student provides a meaningful reflection on the successes and challenges of their participation in the core production team, explaining how their collaborations helped to fulfill the agreed intentions of the group.	The student provides a useful reflection on the successes and challenges of their participation in the core production team, describing how their collaborations helped to fulfill the agreed intentions of the group.	The student provides a superficial or unjustified reflection on the successes and challenges of their participation in the core production team. The student outlines the ways in which their collaborations supported the group, but this is not clearly linked to agreed intentions or is limited in scope.	The work does not reach a standard described by the descriptors.
The student cites informative moments or examples from within the completed film to support their reasoning.	The student cites relevant moments or examples from within the completed film to support their reasoning.	The student suggests some indicative moments or examples from within the completed film to support their reasoning.	The student does not reference relevant moments or examples from within the completed film to support their reasoning.	
Discerning Insightful Thorough	Accurate Focused Relevant	Attempted Underdeveloped Uneven	Irrelevant Simplistic Superficial	