International Baccalaureate Diploma Programme Subject Brief

The arts:

Film – Higher level

First assessments 2010 – Last assessments 2016

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate key course components.
I. Course description and aims
II. Curriculum model overview
III. Assessment model

I. Course description and aims

The IB DPiploma Programme film course aims to develop students' skills so that they become adept in both interpreting and making film texts.

Through the study and analysis of film texts and exercises in film-making, the course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures.

Students also develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group. A challenge for students following this course is to become aware of their own perspectives and biases and to learn to respect those of others. This requires willingness to attempt to understand alternative views, to respect and appreciate cultural diversity, and to have an open and critical mind.

In addition, the course is designed to promote:

- an appreciation and understanding of film as a complex art form
- an ability to formulate stories and ideas in film terms
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country.

II. Curriculum model overview

Component	Recommended teaching hours
Part 1: Textual analysis • Construction according to narrative or other formal organizing principles • Representation of characters and issues • Camera angles, shots and movement • Editing and sequencing • Lighting, shade and colour • Sound • Location and set design • Features determining genre • Target audience • Historical, economic, sociocultural and institutional factors	60

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Part 2: Film theory and history Aspects of film theory and history can be introduced to students by asking such questions as: • Who made this? • Why? • What can we tell about the film-maker(s)? • For whom was it made? How does it address its audience? What is the nature of our engagement with film? • What outside influences can we perceive in terms of finance, ownership, institution and sociocultural context? • What tradition is it in (for example, American gangster film, Bollywood musical)? • To what other works might it be connected?	60
Part 3: Creative process—techniques and organization of production Initial planning • Finding the idea • Research • Treatment and script development Pitch and approval • Developing the proposal • Negotiating the proposal with the teacher • Receiving approval to proceed Technical planning • Conceptualization • Visualization • Production scheduling • Editing and sound strategies Physical production • Pre-production • Production • Post-production Production journal Retention of materials	120

III. Assessment model

Having followed the higher level film course, students are expected to demonstrate the following:

- An understanding of the variety of ways in which film creates meaning.
- An understanding and effective use of appropriate film language.
- Originality and creativity in developing an idea through the various stages of film-making, from conception to finished production.
- Technical skills and an appropriate use of available technology.
- The ability to draw together knowledge, skills, research and experience, and apply them analytically to evaluate film texts.
- A critical understanding of the historical, theoretical, sociocultural, economic and institutional contexts of film in more than one country
- The ability to research, plan and organize working processes
- The ability to reflect upon and evaluate film production processes and completed film texts.

Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		50
Independent study	Rationale, script and list of sources for a short documentary production of 12–15 pages on an aspect of film theory and/or film history, based on a study of a minimum of four films. The chosen films must originate from more than one country.	25
Presentation	An oral presentation of a detailed critical analysis of a continuous extract from a prescribed film. Maximum length of presentation: 15 minutes.	25
Internal		50
Production portfolio	One completed film project with an associated trailer and written documentation encompassing and connecting both: no more than 1,750 words. Length of film project: 6-7 minutes.	50

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To learn more about how the IB Diploma Programme prepares students for success at university, visit: ***www.ibo.org/recognition*** *or email:* ***recognition@ibo.org***