

# Collaborative film project (HL only)

HL 35%

## Introduction

Bringing together all they have encountered during the film course (including films and filmmakers encountered, concepts and contexts explored, and skills and techniques acquired), students at HL work collaboratively to plan and create an original completed film. Students work in **core production teams** of two to four students for this project, with each individual writing a project report that justifies the creative choices made in order to convey meaning in one **film production role** and reflects on their collaborative contribution to the project.

The main focus of this task is on the nature of collaboration throughout the creative process and on the individual student's ability to support and effectively contribute to the successful realization of the group's agreed intentions.

Each student submits the following.

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

### Terminology

#### Core production team

For the purposes of this assessment task, students are required to work collaboratively as part of **core production teams** of two to four students from within the school community. Students can choose to work collaboratively with other DP film students from the same class (including SL students), with students from the school who are not part of the DP film course (including film students in the year below or students who are not taking DP film) or a mix of both. The **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.

While each student in the group will take on one single **film production role** (defined below) it is expected that, as members of the **core production team**, each student will 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 each student should keep a record of the nature of their collaborations. They should reflect on their approaches 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 encountered as part of the creative process.

#### Film production roles

For the purposes of this assessment task, students must take responsibility for one of the following **film production roles** (one discrete role per student in the group) for which they will be assessed.

- Cinematographer
- Director
- Editor
- Sound
- Writer

Please note: The "one other clearly defined **film production role** not specified above" that appears in the film portfolio assessment task is not available as an option for this HL task.

## Preparation process

In preparation for this task, HL students should reflect on their own personal experiences, interests and skills in film. This is essentially an audit of the experiences of the DP film course to date, and a process of identifying where each individual is at the start of the project, and what they are able to bring to the task. Students then use the outcome of this process to support the formation of the **core production teams** and the sharing of ideas in order to formulate a plan for an original film.

## Assessment process

In preparation for this task, students at HL must have undertaken the activities outlined within the “Collaboratively producing film” section of the core syllabus. Students then undertake the following process for assessment.

### 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 production 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**.

### Action

- Each **core production team** collaboratively engages in the pre-production, production and post-production 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.

### 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.

### Task details

The original film created by each **core production team** should be a maximum of 7 minutes in length. The completed film submitted for assessment must not include credits, in order to ensure student anonymity.

**Please note:** each student is strongly encouraged to select a **film production role** for which they have already gained some experience and skill (through research into industry expectations for the role, engagement with exercises and experiments and through trial and error during the production phases). If a student does not have experience in the **film production role** they choose it is expected that they will gain the relevant experience and essential skills necessary before commencing work in the HL collaborative film project assessment task.

In this task, the moderator is looking for evidence of the extent to which students are able to:

- demonstrate skills in their one chosen **film production role** to successfully contribute to the overall effectiveness of the completed film
- justify the creative choices made in order to convey in meaning in the completed film in their one chosen **film production role**

- reflect on the process of collaboration and the successes and challenges encountered as members of the **core production team** in attempting to fulfill the intentions of the group.

### **Ethical filmmaking**

DP film students must be supported in maintaining an ethical perspective during their course. Schools must be vigilant to ensure that work undertaken by the student is appropriate for the context of the school and the age of the students.

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.

### **Working with others**

Only students from the school are permitted to be members of the **core production team**. These can be DP film students (including SL students) or other students from the school who are not part of the course (including film students in the year below or students who are not taking DP film), as long as the size of the **core production team** is between two and four students. Each member of the **core production team** must have one discrete **film production role** from the list provided.

Where students choose to form **core production teams** with individuals who are not part of the DP film class, teachers must ensure that they are able to regularly observe team meetings, monitor production work and schedule consultations with the students to ensure that they are able to verify the authenticity of the work being produced for assessment.

**Core production teams** are permitted to enlist the help of other people in the creation of their 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 the **core production team**. These additional individuals (with the exception of actors) must be students from the same school. Actors may be adults or members of the wider community; however, teachers must ensure that all of the appropriate safeguarding measures (as defined by the individual school) have been taken when students are working with other adults.

Please note: No part of the work undertaken in this project can be used for the film portfolio assessment task by any HL students involved in the project. Likewise, work undertaken for the film portfolio assessment task cannot be submitted for this HL task. SL students who volunteer to be involved in the project, however, are permitted to evidence their work in a clearly defined **film production role** for assessment purposes in the film portfolio task.

### **Black slate**

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 the film, the logline (articulated in 50 words or less) and the one **film production role** taken by the student.

<p><b><u>Name of film</u></b></p> <p>Logline (articulated in 50 words or less)</p> <p><b>Film production role taken by the student</b></p>
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**Figure 4**

*An example of the layout for the black slate.*

## Structuring the project report

The project report (2,000 words) is a written account of the student's involvement in the collaborative film project. Students should order their 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 the student's justification of the creative choices made in order to convey meaning in the completed film in their one chosen **film production role**. Discussion is likely to evidence the creative work undertaken during the pre-production, production and post-production phases and the ways in which their production skills, techniques and/or approaches were effectively deployed in order to convey meaning and to contribute to the overall effectiveness of the film.

### 2. Collaboration with my core production team

This section should begin with a clear statement of the **core production team's** agreed intentions for the film. Work in this section of the film report should include the student's reflection on the successes and the challenges of participation in the **core production team** and involve discussion on the ways in which their collaborations helped to fulfill the agreed intentions of the group. Discussion is likely to evidence the student's work beyond the one chosen **film production role** and their approaches to effective group work (through problem-solving, giving and receiving constructive feedback, supporting others, working flexibly, reliably and responsibly and so on). Reflecting on collaboration does not mean that students should see this as an opportunity to complain, blame or criticize the role of other **core production team** members. Students should cite informative moments and examples from within the completed film to support their reflection.

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.

## Supporting visual evidence

Students may use carefully selected and relevant diagrams, floor plans, images, sketches, screen-grabs or visuals considered necessary in the project report. They may also include their own photographs, images or scans, as necessary, ensuring they are of an appropriate quality. All visual evidence must be clearly labelled and appropriately referenced to acknowledge the source, following the protocol of the referencing style chosen by the school. The labels, which are excluded from the final word limit of the project report, should 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.

## Preparing the work for submission

The project report is assessed on screen so students must ensure that their work is clear and legible when presented in a digital, on-screen format. The project report should be created using a common page size (A4 or US Letter) and be typed in a legible sans-serif 12-point font. The work may also contain legible handwriting.

The collaborative film project work must not be labelled with the student's name or include any credits in order to ensure anonymity in the marking process.

## 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 project report why they chose to use the creative commons or copyright-free materials, where the materials can be seen or heard in the completed film 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 the completed film are deliberately planned, managed and included as an intentional part of the film's narrative. 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 collaborative film project, 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 completed film** (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.

## The role of the teacher

Teachers must use sound judgment as to how much assistance or support can be provided, remembering at all times that this is a student-oriented task. In general, teacher assistance in work intended for assessment should be confined to asking questions, making suggestions and offering technical guidance. The situation is comparable to a teacher commenting on a draft of an essay, offering pointers for ways to improve the work but refraining from doing any of that work for the student.

Teachers must ensure that their students are appropriately prepared for the demands of this task through the careful planning and delivery of the "Collaboratively producing film" core syllabus activities. This assessment task must not be teacher-led and students should be made fully aware of the assessment criteria against which their work will be judged.

Teachers are required to meet with students at each stage of inquiry, action and reflection to discuss the progress made to date, and to verify the authenticity of the coursework being created by each student. The key outcomes of these one-to-one interactions, which might be formal meetings and/or informal discussions in the classroom, must be summarized by the teacher on the DP film *Coursework authentication form* (CAF), which is submitted to the IB as part of the upload of external assessment material.

The teacher should also:

- discuss with each student their intentions and planning, including but not limited to proposed techniques and methods, as well as age-appropriateness of subject matter
- ensure that health and safety matters are fully addressed for all participants
- ensure that students are acknowledging all sources used, and referencing them appropriately
- ensure that students have worked with an appropriate number of other students to form **core production teams**, as outlined above
- assist with sourcing and maintaining the necessary technical hardware and software to enable students to effectively work in their discrete **film production roles** and create their completed films
- use their best judgment in assisting students, keeping in mind that this is an assessment task. Their help should generally be limited to asking questions and making suggestions
- ensure that students correctly identify in their work the **one** role they have worked in
- support students in working collaboratively and in ensuring they fulfill their commitment to the rest of the **core production team** throughout the production phases
- give feedback on **one** draft of the completed film and project report
- authenticate the completed work and provide comments on each student's submission to assist with moderation. While this is a collaborative creative project, it is essential that teachers assess each student's individual contribution to the completed films.

Teachers are not permitted to participate in the production of the completed film in any capacity other than as described above.

### Formal requirements of the task

Each student submits the following for assessment.

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

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 word and time limits for the **collaborative film project**, moderators will only assess the work that falls within the prescribed limits.

## Internal assessment criteria—HL only

### Summary

Collaborative film project (HL only)		Marks	Total
A	Demonstration of skills in one chosen film production role	8	24
B	Justification of creative work in one chosen film production role	8	
C	Reflection on collaboration in the core production team	8	

### Criteria

#### A. Demonstration of skills in one chosen film production role

Evidence: The completed film (including black slate which clearly states the film's title, logline and one **film production role** taken).

- To what extent does the student demonstrate skills in their one chosen **film production role** that successfully contribute to the overall effectiveness of the completed film?

Students who exceed the time limit should be informed that the moderator will stop watching at 7 minutes and will assess the work based only on those 7 minutes.

Mark	Descriptor	Some possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	This work is <b>limited</b> . <ul style="list-style-type: none"> <li>The work in one <b>film production role</b> 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.</li> </ul>	Basic Ineffective Rudimentary Unsuccessful
3–4	This work is <b>adequate</b> . <ul style="list-style-type: none"> <li>The work in one <b>film production role</b> demonstrates an acceptable level of ability in the student's production skills (as appropriate to the one role), evidencing some appropriate</li> </ul>	Acceptable Standard Sufficient Typical

	techniques and/or approaches that partially contribute to the overall effectiveness of the film.	
5–6	<p>This work is <b>good</b>.</p> <ul style="list-style-type: none"> <li>The work in one <b>film production role</b> 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.</li> </ul>	<p>Capable</p> <p>Clear</p> <p>Effective</p> <p>Robust</p>
7–8	<p>This work is <b>excellent</b>.</p> <ul style="list-style-type: none"> <li>The work in one <b>film production role</b> 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.</li> </ul>	<p>Accomplished</p> <p>Finessed</p> <p>Honed</p> <p>Refined</p>

## B. Justification of creative work in one film production role

Evidence: Project report and sources.

- To what extent does the student justify the creative choices made in order to convey meaning in their one **film production role** during the production phases?

Mark	Descriptor	Some possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	<p>This work is <b>limited</b>.</p> <ul style="list-style-type: none"> <li>The student provides an undeveloped or incomplete outline of their creative choices in <b>one film production role</b> during the production phases. This work is limited in scope and contains mainly irrelevant or superfluous information.</li> </ul>	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
3–4	<p>This work is <b>adequate</b>.</p> <ul style="list-style-type: none"> <li>The student provides a useful description of their creative choices in order to convey meaning in <b>one film production role</b> during the production phases. This work is more descriptive than analytical and/or lacks clear justification of choices.</li> </ul>	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Suitable</p> <p>Sufficient</p> <p>Typical</p>
5–6	<p>This work is <b>good</b>.</p> <ul style="list-style-type: none"> <li>The student provides a detailed and informative explanation of their creative choices in order to convey meaning in one <b>film production role</b> during the production phases. This work is accurate and partially justified.</li> </ul>	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>

7–8	<p>This work is <b>excellent</b>.</p> <ul style="list-style-type: none"> <li>The student provides a thorough and discerning justification of their creative choices in order to convey meaning in <b>one film production role</b> during the production phases. This work is detailed, accurate and relevant.</li> </ul>	Compelling Finessed Honed Insightful Mature Sophisticated
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### C. Reflection on collaboration in the core production team

Evidence: Project report and sources.

- To what extent does the student reflect on the process of collaboration and the successes and challenges encountered as member of the **core production team** in attempting to fulfill the agreed intentions of the group?
- To what extent does the student cite informative moments or examples from within the completed film to support their reasoning?

Mark	Descriptor	Some possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	<p>This work is <b>limited</b>.</p> <ul style="list-style-type: none"> <li>The student provides a superficial or unjustified reflection on the successes and challenges of their participation in the <b>core production team</b>. 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.</li> <li>The student does not reference relevant moments or examples from within the completed film to support their reasoning.</li> </ul>	Basic Incomplete Ineffective Rudimentary Superficial
3–4	<p>This work is <b>adequate</b>.</p> <ul style="list-style-type: none"> <li>The student provides a useful reflection on the successes and challenges of their participation in the <b>core production team</b>, describing how their collaborations helped to fulfill the agreed intentions of the group</li> <li>The student suggests some indicative moments or examples from within the completed film to support their reasoning.</li> </ul>	Acceptable Reasonable Standard Suitable Sufficient Typical
5–6	<p>This work is <b>good</b>.</p> <ul style="list-style-type: none"> <li>The student provides a meaningful reflection on the successes and challenges of their participation in the <b>core production team</b>, explaining how their collaborations helped to fulfill the agreed intentions of the group</li> <li>The student cites relevant moments or examples from within the completed film to support their reasoning.</li> </ul>	Competent Balanced Proficient Relevant Thoughtful
7–8	<p>This work is <b>excellent</b>.</p> <ul style="list-style-type: none"> <li>The student provides an insightful reflection on the successes and challenges of their participation in the <b>core production team</b>, discussing how their collaborations helped to fulfill the agreed intentions of the group</li> <li>The student cites informative moments or examples from within the completed film to support their reasoning.</li> </ul>	Compelling Finessed Honed Insightful Mature Sophisticated