**Presentation**

**External Markbands—SL**

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| Marks | Level Descriptor |
| 0 | The work does not reach a standard described by the descriptors below |
| 1-5 | There is little or no evaluative interpretation of the extract, displaying a very limited understanding of how meaning is constructed through the use of film language, and a very limited awareness of the extract’s relationship to the film as a whole. There is little or no explanation for the selection of the extract. The critique shows little or no awareness of the film’s genre and/or its place in a broader sociocultural context. There is little or no analysis of the director’s intention. This presentation is likely to be exclusively descriptive. |
| 6-10 | There is a limited evaluative interpretation of the extract, displaying some understanding of how meaning is constructed through the use of film language and a limited awareness of the extract’s relationship to the film as a whole. There is a limited explanation for the selection of the extract. The critique shows some awareness of the film’s genre and/or its place in a broader sociocultural context. There is a limited analysis of the director’s intention. A substantial amount of the presentation may have detailed descriptions, but offers only limited analysis. |
| 11-15 | There is a coherent evaluative interpretation of the extract, displaying an adequate understanding of how meaning is constructed through the use of film language, and a satisfactory awareness of the extract’s relationship to the film as a whole. There is an adequate explanation for the selection of the extract. The critique shows a satisfactory awareness of the film’s genre and/or its place in a broader sociocultural context. There is some analysis of the director’s intention. There may be some descriptive elements but the presentation offers adequate analysis. |
| 16-20 | There is a coherent and detailed evaluative interpretation of the extract, displaying a good understanding of how meaning is constructed through the use of film language, and a good awareness of the extract’s relationship to the film as a whole. There is a clear explanation for the selection of the extract. The critique shows a good awareness of the film’s genre and/or its place in a broader sociocultural context. There is a sound analysis of the director’s intention. There may be brief elements of description but analysis is thorough. |
| 21-25 | There is a coherent, incisive, insightful and detailed evaluative interpretation of the extract, displaying an excellent understanding of how meaning is constructed through the use of film language, with an excellent awareness of the extract’s relationship to the film as a whole. There is a persuasive explanation for the selection of the extract. The critique shows an excellent awareness of the film’s genre and/ or its place in a broader sociocultural context. There is an insightful analysis of the director’s intention. Simple description is negligible and analysis is clear and thorough. |

**Pre-prepared work**: Any student suspected of reading his/her presentation from a prepared script could be in breach of IB diploma regulations and will be considered as a case of academic misconduct.

**Time limit:** Examiners are not required to listen beyond the prescribed time limit of 10 minutes.

**Presentation Weighting: 25%**

 In this component, the student is required to make an oral presentation to the teacher of an analysis of an extract lasting no more than five minutes from a prescribed film. The list of films prescribed by the IB is published each year in the November edition of the Diploma Programme coordinator notes, and can also be found on the OCC. It is not carried over from year to year.

Teachers choose **three films** from the prescribed list**. These films must not be studied in class**. Should any of the films on the list have already been studied in class when the list is published, these films must not be chosen by the teacher for any of the presentations. Students should be provided with the names of the three chosen films four weeks in advance of the presentation. They will **select one** film from the three and prepare their presentation within this four-week period.

The aim of the presentation is to encourage a close textual analysis of a continuous extract, relating its features to the film as a whole and to the wider sociocultural context. Students must present a clear understanding of how meaning is constructed through the use of film language. Students may prepare and take notes into the assessment, but they should not read from a prepared document and any notes should be used for reference and guidance only. It is the teacher’s responsibility to ensure that students do not read out their presentation.

Students should select an extract lasting no more than five minutes from their chosen film and offer a detailed textual analysis of the extract, placing it in the context of the film as a whole and in a broader sociocultural context, as appropriate. Students should include reasons for choosing the particular extract. Shot-by-shot analysis may form part of the presentation, but this should not be used as a substitute for observations that are drawn together from different parts of the chosen extract.

Any sources consulted during the preparation of the presentation must be acknowledged on the coversheet.

The following must be adhered to in preparing and submitting presentation work.

• The presentation must last no longer than 10 minutes.

• The presentation must be recorded on CD.

• The presentation must be sent to the external examiner with the appropriate coversheet, including precise details of the chosen extract.

• Playing the film extract must not occupy any of the student’s allotted 10‑minute commentary time.

**Teacher guidance**

Students must prepare for this assessment alone and without teacher assistance. Assistance must only be provided in the form of preparing students throughout the course for this type of activity, but not for the final activity itself on which they will be assessed. No discussion of the film should be entered into.

During the presentation, the teacher should not interrupt. The teacher may only remind the student of time left and ask whether they have anything further to say but they must not make reference to specifics or ask leading questions. Students should use as much of the time available as possible. Presentations that are significantly shorter than 10 minutes may be awarded a mark that does not represent the student’s full potential.