

Comparative Study Assessment Rubric

FORMAL REQUIREMENTS AND CRITERIA

Each student submits the following for assessment.

1. A recorded multimedia comparative study (10 minutes maximum).
2. A list of all sources used.

Students should be informed that where the submitted materials exceed the maximum time limit for the comparative study, examiners will only assess the work that falls within the prescribed limits. Materials that fall under the minimum time limit are likely to be self-penalising. Submitted work must not contain any appendices as these will not be read by examiners.

External assessment criteria—SL and HL

Summary

Comparative study (SL and HL)		Marks	Total
A	Task components	12	32
B	Comparing and contrasting	12	
C	Assembling the comparative study	8	

A. Task components

Evidence: Recorded multimedia comparative study and sources.

- To what extent does the student demonstrate knowledge and understanding of the components selected for study (the area of film focus, two films and topic)? This should include the cultural context of the selected films and the student's justification of why these task components were chosen for the comparative study.
- To what extent does the student support their work with a suitable range of relevant sources?

Students who fail to select films from two contrasting cultural contexts will not achieve a mark above 3 in this criteria.

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–3	<p>This work is limited.</p> <ul style="list-style-type: none">• The student demonstrates little or no knowledge and understanding of the identified task components. The student lists information relating to the cultural context of the selected films and provides little or no justification for the choice of task components. The work is limited in scope and contains mainly irrelevant or superfluous information.• The student does not reference sources that are relevant or appropriate to the work.	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>

<p>4–6</p>	<p>This work is adequate.</p> <ul style="list-style-type: none"> • The student demonstrates some knowledge and understanding of the identified task components. The student outlines the cultural context of the selected films and provides a justification for the choice of task components, but this is underdeveloped. The work is likely to be more descriptive than analytical. • The student references some sources that are mostly relevant or appropriate to the work, but these are limited. 	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Sufficient</p> <p>Suitable</p>
<p>7–9</p>	<p>This work is good.</p> <ul style="list-style-type: none"> • The student demonstrates a clear and appropriate knowledge and understanding of the identified task components. The student explains the cultural context of the selected films and provides a coherent and logical justification for the choice of task components. The work is accurate and relevant. • The student references a suitable range of sources that are appropriate and relevant to the work. 	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>
<p>10–12</p>	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student demonstrates an effective and highly appropriate knowledge and understanding of the identified task components. The student analyses the cultural context of the selected films and provides a credible and persuasive justification for the choice of task components. The work is detailed, accurate and relevant. • The student references an effective range of sources that are highly appropriate, adding to the critical perspectives explored in the work. 	<p>Compelling</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>Sophisticated</p>

B. Comparing and contrasting

Evidence: Recorded multimedia comparative study and sources.

- To what extent does the student compare and contrast the selected films, making links to the chosen topic?
- To what extent does the student provide an equal treatment of the two films selected for study?
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Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–3	<p>This work is limited.</p> <ul style="list-style-type: none"> • The student lists ways in which the two films connect to each other and to the chosen topic, making superficial observations regarding similarities and differences that are inaccurate, irrelevant or incoherent. • The student focuses on one film in particular throughout the comparative study. 	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
4–6	<p>This work is adequate.</p> <ul style="list-style-type: none"> • The student adequately outlines how the two films connect to each other and to the chosen topic, making accurate observations regarding similarities and differences, but this work is underdeveloped. • The student generally gives more consideration to one of the films in particular during the comparative study. 	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Sufficient</p> <p>Suitable</p>

<p>7–9</p>	<p>This work is good.</p> <ul style="list-style-type: none"> • The student successfully explains how the two films connect to each other and to the chosen topic, making accurate and relevant observations regarding similarities and differences. • The student gives fairly balanced consideration to the two films throughout the comparative study. 	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>
<p>10–12</p>	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The student effectively analyses how the two films connect to each other and to the chosen topic, providing insightful, accurate and relevant observations regarding similarities and differences. • The student gives equal consideration to the two films throughout the comparative study. 	<p>Compelling</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>Sophisticated</p>

C. Assembling the comparative study

Evidence: Recorded multimedia comparative study and sources.

- To what extent does the student assemble the comparative study in a clear, logical, audible and visually appropriate manner?
- To what extent does the student support the work with accurate subject-specific terminology?

Mark	Descriptor	Possible characteristics
0	The work does not reach a standard described by the descriptors below.	
1–2	<p>This work is limited.</p> <ul style="list-style-type: none"> • The comparative study is constructed with little or no consideration of how to logically convey information. The work is limited, both in terms of audibility and supporting visuals. • The work contains little or no accurate subject-specific terminology. 	<p>Basic</p> <p>Incomplete</p> <p>Ineffective</p> <p>Rudimentary</p> <p>Superficial</p>
3–4	<p>This work is adequate.</p> <ul style="list-style-type: none"> • The comparative study has been constructed with some attempt to logically convey information. It is audible and makes adequate use of supporting visuals. • The work contains some accurate subject-specific terminology, but this is underdeveloped. 	<p>Acceptable</p> <p>Reasonable</p> <p>Standard</p> <p>Sufficient</p> <p>Suitable</p>

<p>5-6</p>	<p>This work is good.</p> <ul style="list-style-type: none"> • The comparative study has been assembled to follow a clear and coherent structure. It conveys information audibly and with supporting visuals and examples that are mostly appropriate and meaningful, with some clear links to the topic being discussed. • The work is well supported with appropriate and accurate subject-specific terminology. 	<p>Competent</p> <p>Balanced</p> <p>Proficient</p> <p>Relevant</p> <p>Thoughtful</p>
<p>7-8</p>	<p>This work is excellent.</p> <ul style="list-style-type: none"> • The comparative study is logical and effectively organized, conveying information audibly and in a visually appropriate manner. It is substantiated by relevant and meaningful visuals and examples that are effectively and explicitly linked to the topic being discussed. • The work is consistently and effectively supported with accurate subject-specific terminology. 	<p>Compelling</p> <p>Honed</p> <p>Insightful</p> <p>Mature</p> <p>Sophisticated</p>