

## E Originality and creativity

This criterion is concerned with originality and creativity in the film-making process (referred to as “creative intelligence” in the level descriptors below). This may be demonstrated by freshness of approach, by intelligent work that goes either with or against the conventions of the genre, or by problem solving. Another key indicator is the level of audience engagement with the work.

This criterion is intended to provide a holistic assessment of each student’s contribution to the finished film.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little or no evidence of creative intelligence in the film-making process. The production is of limited interest to audiences.
3–4	There is some evidence of creative intelligence in some aspects of the film-making process. The production is of some interest to audiences.
5–6	There is adequate evidence of creative intelligence in most aspects of the film-making process. The production engages audience interest satisfactorily.
7–8	There is good evidence of creative intelligence in all aspects of the film-making process. The production engages audience interest well.
9–10	There is excellent evidence of creative intelligence in all aspects of the film-making process. The production engages audience interest with great success.

## Internal assessment details—HL

### Production portfolio

**Weighting: 50%**

At HL, this component differs from SL in the following ways.

At HL, film projects must be no longer than seven minutes and no shorter than six minutes, **including** titles. The associated trailer must be 40–60 seconds in length.

It is important to note that **each HL student must produce their own trailer**, working alone and not in collaboration with others, even if they have worked with others in the production of the film.

### Documentation

Each film project must be accompanied by:

- an individual rationale of **no more than 100 words** for the film and an individual rationale for the trailer of **no more than 100 words**
- an individual written commentary of **no more than 1,750 words**; the written commentary should be based on the student’s personal production journal
- the student declaration form which **must** be signed and attached to the student’s work; the appropriate form can be found in the *Handbook of procedures for the Diploma Programme*.

The rationales are required so that the moderator will know the intentions of the project.

## Internal assessment criteria—HL

### Production portfolio

#### A Planning and research

This criterion is concerned with the documentation of the production process as a whole, from preliminary planning, pre-production, production and principal photography, through to post-production, including the planning and research required for the production of the film trailer.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little or no planning for and research into production processes for the film itself and the trailer. Little documentation of the relevant development stages is displayed.
3–4	There is some planning for and research into production processes for the film itself and the trailer. Some documentation of the relevant development stages is displayed, but this documentation is likely to be incomplete, either lacking sufficient detail in parts or omitting stages in the process.
5–6	There is adequate planning for and research into production processes for the film itself and the trailer. Documentation of the relevant development stages is satisfactory.
7–8	There is good planning for and research into the production processes for the film itself and the trailer. Documentation of the relevant development stages is mostly thorough.
9–10	There is excellent planning for and research into the production processes for the film itself and the trailer. Documentation of the relevant development stages is comprehensive. Planning of production and documentation has all been clearly integrated with the production of the individual film trailer.

## B Reflection and evaluation

This criterion is concerned with artistic and logistical analysis of the relevant production processes and the evaluation in the individual student's written commentary on the project as a whole, including the roles of the student and others (where appropriate).

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is a limited artistic and logistical analysis of the relevant production processes, with little critical evaluation of the project as a whole and of the individual film trailer.
3–4	There is some artistic and logistical analysis of the relevant production processes, with some critical evaluation of the project as a whole and of the individual film trailer.
5–6	There is a satisfactory artistic and logistical analysis of the relevant production processes, with satisfactory critical evaluation of the project as a whole. There is satisfactory analysis of the different artistic and logistical processes required for the production of the trailer.
7–8	There is an effective artistic and logistical analysis of the relevant production processes, with good critical evaluation of the project as a whole. There is also an effective analysis of the different artistic and logistical processes required for the production of the trailer.
9–10	There is a highly effective artistic and logistical analysis of the relevant production processes, with excellent critical evaluation of the project as a whole. There is also a highly effective awareness and analysis of the different artistic and logistical processes required for the production of the trailer.

### C Professional and technical skills

This criterion is concerned with professional and technical skills (including organizational skills) that may be demonstrated during the production processes or in the finished product itself.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student demonstrates little or no ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes limited use of available resources and technology. Little use is made of available resources and technology in the construction of the individual film trailer.
3–4	The student demonstrates some ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes some use of available resources and technology. Some use is made of available resources and technology in the construction of the individual film trailer.
5–6	The student demonstrates satisfactory ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes competent use of available resources and technology. There is also satisfactory use made of available resources and technology in the construction of the individual film trailer.
7–8	The student demonstrates good ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes effective use of available resources and technology. There is also effective use of available resources and technology in the construction of the individual film trailer.
9–10	The student demonstrates excellent ability in the professional and technical skills (including organizational skills) necessary for one principal production role, and makes highly effective use of available resources and technology. There is also excellent use of available resources and technology in the construction of the individual film trailer.

### D Effective use of film language

This criterion is concerned with evidence of the student's effective use of film language, as seen in the finished product.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The student demonstrates little or no ability to communicate effectively in film language both in the film itself and in the individual film trailer.
3–4	The student demonstrates some ability to communicate effectively in film language both in the film itself and in the individual film trailer.
5–6	The student demonstrates a satisfactory ability to communicate effectively in film language both in the film itself and in the individual film trailer.
7–8	The student demonstrates a good ability to communicate effectively in film language both in the film itself and in the individual film trailer.
9–10	The student demonstrates an excellent ability to communicate effectively in film language both in the film itself and in the individual film trailer.

## E Originality and creativity

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This criterion is intended to provide a holistic assessment of each student’s contribution to the finished film and of the trailer that they have made as an individual.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	There is little or no evidence of creative intelligence in the film-making process and little or no awareness of the appropriate generic characteristics of a film trailer. The film production and trailer are of limited interest to audiences.
3–4	There is some evidence of creative intelligence in some aspects of the film-making process and some awareness of the appropriate generic characteristics of a trailer. The film production and trailer are of some interest to audiences.
5–6	There is adequate evidence of creative intelligence in most aspects of the film-making process and an adequate awareness and implementation of the appropriate generic characteristics of a film trailer. The production and trailer engage audience interest satisfactorily.
7–8	There is good evidence of creative intelligence in all aspects of the film-making process and a clear awareness of, and effective implementation of, the appropriate generic characteristics of a film trailer. The film production and trailer engage audience interest well.
9–10	There is excellent evidence of creative intelligence in all aspects of the film-making process, and there is excellent awareness of, and imaginative use of, the generic characteristics of a film trailer. The film production and trailer engage audience interest with great success.