Supported preparation: Role-specific portfolio preparation

International Baccalaureate · IB Diploma · Film · HL

Scope and prerequisites

IB film first assessment 2019. Teacher selects the assessment-session prescribed film for textual analysis. Respect screening, image and music rights; practical production requires school approval and real role evidence.

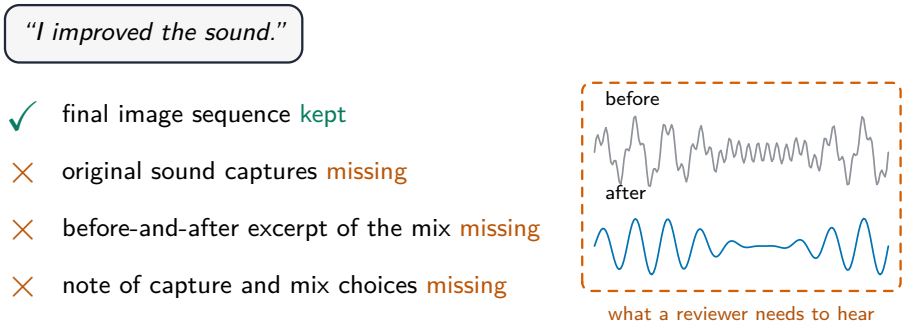
Mapped preparation outcomes: ib_film_hl.3.1, ib_film_hl.3.2. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

room tone ; **production role** .

Explanation and worked method

A role claim needs actual evidence of decisions: camera tests for cinematography, raw captures for sound, and versioned sequences for editing. Keep plans, trials, feedback, revisions and the resulting reel under school approval.



Task: a pupil says "I improved the sound" but keeps only the final image sequence. Identify the missing evidence and a useful review.

Retain actual original sound captures and a before/after excerpt, explaining capture or mix choices and their effect on intelligibility or atmosphere. State permissions and individual contribution.

Independent transfer

Distinguish evidence for fixing clipped dialogue from evidence for changing musical mood.

Attempt independently before reading the model.

Checked original model

Clipping repair needs actual signal or recording comparisons and intelligibility review; mood change needs the licensed/original music choice, mix/version comparison and evidence tied to intended effect. Retain source and role attribution. A final still image demonstrates neither change.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

This supplement teaches the method for this part of the course. The full assessment criteria and any texts your school chooses come from your teacher.

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