

## Croatian A

### Overall grade boundaries

<b>Grade:</b>	E	D	C	B	A
<b>Mark range:</b>	0 – 7	8 – 15	16 – 22	23 – 28	29 – 36

### The range and suitability of the work submitted

There were only nine essays submitted in May 2017 for Croatian A. All the essays submitted were dedicated to investigation of works written in Croatian language in 19<sup>th</sup> or 20<sup>th</sup> centuries, and one of them was a comparison of a work written in Croatian language and Coelho's novel.

### Candidate performance against each criterion

#### Criterion A: research question

Most of the research questions were stated on the title page or in the introduction. The main problem with some of them was that they were not sufficiently focused, thus making an effective treatment impossible within 4000 words. The research question is most often not focused enough when only one problem is being explored within the complete works of one author.

#### Criterion B: introduction

Introduction was one of the four criteria (with criteria F, G and I) in which students were most often losing points. The problem is that the students did not use the introduction as an opportunity to set the research question in context and to explain the significance of the topic. Instead, many students used the introduction as an opportunity to provide the most general information about the topic.

#### Criterion C: investigation

There were several problems with the investigation done by the students. Sometimes the investigation of the research question was not well planned, often a limited number of sources

were consulted or some of the sources crucial for the understanding of the topic were missing.

#### Criterion D: knowledge and understanding of the topic studied

Essays mostly demonstrated a good knowledge and understanding of the topic studied, but it rarely precisely located in an appropriate academic context.

#### Criterion E: reasoned argument

Ideas were mostly presented clearly and in a logical and coherent manner. Most of the essays succeeded in developing a reasoned and convincing argument, although the argument could sometimes be clearer in relation to the research question.

#### Criterion F: application of analytical and evaluative skills

The essays showed some application of the appropriate analytical and evaluative skills, but some problems with usage of literary theory terminology were also evident.

#### Criterion G: use of language appropriate to the subject

Criterion G was the criterion in which students were most likely to lose points. The use of terminology appropriate to the subject was only partly accurate.

#### Criterion H: conclusion

Conclusions were clearly stated and were mostly relevant to the research questions.

#### Criterion I: formal presentation

Criterion I was the criterion in which students were most likely to lose points. The formal presentation was often poor (especially references, citations and bibliography), and in some essays the number of words was exceeded.

#### Criterion J: abstract

Abstracts often did not contain all three needed elements – the research question was not always clearly stated and the description of the way in which the investigation was undertaken was sometimes lacking.

#### Criterion K: holistic judgement

Despite some problems, some essays displayed intellectual initiative and depth of understanding which were above average.

### Recommendations for the supervision of future candidates

Supervisors must help their students to focus their interests when formulating research questions and they must intervene when the question is too broad in scope to be treated

effectively. Supervisors should try to explain the meaning of the introduction to the students and put an emphasis to the relation between the research question and the introduction. Also, a plan of the investigation of the topic and the research question should be written in advance following the guidance of the supervisor, because the goal of the writing of the extended essay is not just the final text, but getting to know the process of investigating different sources, writing the essay piece by piece, amending previous assumptions etc. Students should be informed about the new studies about the author and/or works they are writing about. Students should also often – in their regular class – be in a situation to use the knowledge of literary theory, especially the knowledge about narrative techniques, figures of speech, etc. More attention should be given to the formal presentation – layout, organization of the text and the illustrative material, quotations and references, and especially to the word count.