

SWEDISH A1

Overall grade boundaries

Grade:	E	D	C	B	A
Mark range:	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

General comments

When schools have conducted a viva voce it is very helpful if the outcome of the interview is included in the supervisor's report.

The range and suitability of the work submitted

The examiners involved this session were generally satisfied with the performance of the candidates. Many candidates showed a good understanding of the requirements, although some essays were compilations of traditional interpretations and well-known facts. It is also important to remember that the focus of the essay should be literary rather than sociological. Where the candidates are interested in the socio-historical, psychological or political dimension of fictional works, they need to avoid the common pitfall of treating them simply as documentary evidence. Essays should focus on how the work(s) chosen function as literary texts, rather than, as an example, providing supporting arguments for a candidate's idea on how an anorexic youngster can best be treated.

Engagement, choice of unusual topics and personal interest in the topic seem to be the recipe for good essays.

Candidate performance against each criterion

Criterion A: research question

The research questions were surprisingly often too broad or leaning towards sociology. The teachers should not hesitate to guide the candidates towards a clear literary choice of research question.

Criterion B: introduction

Only a few candidates scored the maximum two marks here. The challenge here is to give a convincing rationale for choosing the specific topic and to explain clearly why it is worthy of deeper investigation. The strongest candidates were able to put their topic in an academic and literary context. Sometimes lengthy summaries of the content of the chosen work form the main body of the introductions.

Criterion C: investigation

Although the use of secondary sources is perhaps not as important as traditional works, when working with brand new texts, such as lyrics by famous groups like "Kent", the strongest essays still had at least some use of more experienced literary critics (for example, reviews from Swedish dailies).

Criterion D: knowledge and understanding of the topic studied

Most candidates showed knowledge and often understanding of the work used. However, too often this knowledge was restricted to the main features of the work such as plot, characters and course of events.

Criterion E: reasoned argument

Far too many essays were characterized by unfounded and/or vague statements, summaries, and descriptions. Too many had unnecessarily long quotations with very vague analyses (see Criterion F, below). A reasoned argument is characterized by sound references to the texts when supporting an idea. There must be a convincing line of thought, effective paragraphing and linking between the paragraphs. There seemed often to be some difficulties in properly separating general references to the text from real quotations.

Criterion F: application of analytical and evaluative skills

The quality of the analysis was seldom at the highest level. Too many second-hand interpretations, or too much about the plot and situations were the characteristics of far too many EEs.

Criterion G: use of language

Although really poor language seldom occurred, too many EEs were full of grammatical errors, a mixture of registers and limited vocabulary. The mixture between Swedish and English words and expressions often ruined a well-written EE.

Criterion H: conclusion:

Most conclusions were too repetitive in character. There should be some element of linking back to the research question and the answer found to that question; however, candidates could do more to find a more linguistically effective last paragraph.

Criterion I: formal presentation

There was a clear improvement in this area from most candidates. See however "Skriverglar", for example, for good advice about the use and format of footnotes and quotations. Additionally, far too many essays lacked requirements such as the numbering of the pages, a proper table of contents, etc.

Criterion J: abstract

It is important that the three requirements for this criterion are noted. Too often the use of method and scope of the investigation is left out.

Criterion K: holistic judgment

The standard here still tends to be in the middle range as it perhaps should be since this is the place to reward inventive essays. To access the highest marks in this criterion, students should have an inventive idea and research question, and a genuinely felt effort to find a well-founded answer to it through thorough personal analysis and the use of secondary sources where appropriate.

Recommendations for the supervision of future candidates

Supervisors should go through the relevant sections of the *Extended essay guide* together with the candidates, and discuss the criteria in-depth to ensure that they have a thorough understanding. The Group 1 subject chapter in the guide should be referred to for help with interpreting the criteria.