

## Czech A Literature

### Overall grade boundaries

#### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 19	20 - 33	34 - 45	46 - 58	59 - 72	73 - 85	86 - 100

#### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 18	19 - 31	32 - 43	44 - 57	58 - 70	71 - 83	84 - 100

### Higher level internal assessment

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

### The range and suitability of the work submitted

Candidates explored all the main aspects of the works for commentary. The range of approaches used by individual candidates was sufficiently varied, even amongst those from the same school. Their personal observations were largely relevant. There was some hesitancy and uncertainty as regards the structure of the response.

### Candidate performance against each criterion

#### *A. Knowledge and understanding of extract or work(s)*

All candidates had a good knowledge of the content of the extract as well as of the larger work. They situated the extract successfully within the context of the work and in some cases within the context of the author's body of work.

#### *B. Interpretation and personal response*

Candidates' interpretations were valid and their personal responses were supported by references to the extract and by their knowledge of the work; they did not stray from the content of the extract.

### *C. Presentation*

Their presentation was good, but there was some uncertainty regarding the structure of their response. However, on the whole, candidates presented their responses in a clear and coherent manner.

### *D. Use of language*

As usual, candidates performed very well in respect of this criterion. They displayed a very good command of Czech with no significant lapses in grammar; they used a wide vocabulary and employed literary terms.

## Recommendations for the teaching of future candidates

Advise candidates to ensure their presentation is structured effectively.

## Standard level internal assessment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

## The range and suitability of the work submitted

In their responses, candidates mostly demonstrated a good command of the spoken language, including the use of terminology. Their knowledge of the works for commentary was satisfactory. There were some students who did not use the guiding questions, whilst there were others who relied solely on these questions (which is not acceptable).

## Candidate performance against each criterion

### *A. Knowledge and understanding of extract or work(s)*

Performance against this criterion was satisfactory. However, some students did not situate the extract adequately within the context of the larger work.

### *B. Interpretation and personal response*

Students displayed a good understanding of the thought and feeling expressed in the extract. On the other hand, their analysis of the author's style was not always convincing. Similarly, their personal responses were hesitant and needed to be prompted using additional questions.

*C. Presentation*

This was the weakest area. Whilst there was a sufficient number of references to the extract, candidates allowed themselves to be led by the “chronology” of the extract rather than presenting their own explanation of the text being interpreted, in which references are only part of the “supporting evidence”.

*D. Use of language*

This was the strongest area. Candidates had no difficulty expressing their thoughts. Their vocabulary now needs to be supplemented with literary terms.

## Recommendations for the teaching of future candidates

Encourage candidates to exercise independent and critical thinking.

## Higher level written assignment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

### The range and suitability of the work submitted

In general, students demonstrated a good knowledge and understanding of the texts. Their writing skills were also appropriate. On the other hand, an analysis of style and literary devices was often overlooked.

## Candidate performance against each criterion

*A. Fulfilling the requirements of the reflective statement*

In most cases, the candidates’ understanding of the cultural and contextual elements of the work studied was developed through the oral presentation. However, some students simply provided a summary of their personal opinions.

*B. Knowledge and understanding*

Most candidates showed a good knowledge of the works and provided detailed references thereto. There were some instances of a simplified understanding of the works.

*C. Appreciation of the writer’s choices*

This was the weakest area. Candidates were often unable to provide an analysis of the use and effects of the work’s literary features. I feel this requirement is only suitable for the best students.

*D. Organization and development*

In general, the essays were effectively and appropriately structured. Examples were well chosen and the argumentation was, for the most part, correct.

*E. Language*

The standard of language was appropriate, in fact very good. There was one recurring problem: students were not confident in their use of terminology.

## Recommendations for the teaching of future candidates

Explain and illustrate the literary features of the texts.

## Standard level written assignment

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

## The range and suitability of the work submitted

Candidates mostly demonstrated a good command of language in their essays. Their knowledge of the works was satisfactory. Their commentaries were accurate with no particular issues as to understanding. Some students explored some original aspects.

## Candidate performance against each criterion

*A. Fulfilling the requirements of the reflective statement*

There was some uncertainty among students regarding this criterion: which content should be used to achieve this? In the one instance, they provided a summary of the class discussion; in the other, they repeated the results of their work. The usefulness of this criterion therefore still needs to be confirmed.

*B. Knowledge and understanding*

No major issues here. Candidates were well prepared and their understanding of the works was satisfactory.

*C. Appreciation of the writer's choices*

Candidates had some difficulty here. This criterion proved to be too subtle for standard level students.

*D. Organization and development*

The candidates' approach was appropriate: they organized their work effectively, using meaningful examples.

*E. Language*

Candidates had no difficulty expressing their thoughts. Their vocabulary now needs to be supplemented with literary terms.

## Recommendations for the teaching of future candidates

Explain to students that personal opinions are welcome but that they need to be substantiated.

### Higher level paper one

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 7	8 - 10	11 - 12	13 - 15	16 - 18	19 - 20

### The areas of the programme and examination which appeared difficult for the candidates

Of the 69 candidates, 15 opted to comment on the poem, with the remainder choosing the prose passage; this is evidence of a tendency among candidates to avoid poetry. Commenting on poetry definitely proved to be more difficult than prose commentaries. In the case of both types of question (a or b), candidates showed gaps in their knowledge of historical and literary context. In the prose commentaries, some candidates simply paraphrased the text; the transition from a paraphrase to a more in-depth analysis proved to be a problem for one third of candidates.

### The areas of the programme and examination in which candidates appeared well prepared

As in previous years, students demonstrated a very good standard of language skills: their use of language was accurate and effective. There was also a noticeable improvement in the relevance of their interpretations, particularly in the case of the prose passage.

### The strengths and weaknesses of the candidates in the treatment of individual questions

Strengths: Psychological analysis, good use of language, some original personal interpretations.

Weaknesses: Appreciation of literary features, the form (presentation) of the commentary.

## Recommendations and guidance for the teaching of future candidates

Remind candidates that their commentary must have a logical structure, that they must use writing conventions and substantiate their opinions with arguments.

### Standard level paper one

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 7	8 - 10	11 - 12	13 - 15	16 - 18	19 - 20

#### The areas of the programme and examination which appeared difficult for the candidates

In the case of both genres, some candidates had difficulty substantiating their opinions. Instead, they relied on general observations.

#### The areas of the programme and examination in which candidates appeared well prepared

Of the 15 candidates, 6 opted to comment on the prose text and 9 chose the poem, which is surprising compared with previous years when prose was most popular. We should be pleased with this balance between the two genres, especially since the pieces of work on the analysis of the poem were of a high standard.

#### The strengths and weaknesses of the candidates in the treatment of individual questions

Strengths: Original and independent thought.

Weaknesses: Opinions too subjective, poorly argued. In some cases, the commentaries were rather unstructured.

## Recommendations and guidance for the teaching of future candidates

Focus on the structure of the commentaries; explain the historical context of the texts.

## Higher level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 7	8 - 10	11 - 14	15 - 18	19 - 22	23 - 25

### The areas of the programme and examination which appeared difficult for the candidates

Analysing literary techniques, which should be the candidates' focus, presented the most difficulty. Candidates had a natural tendency to explore the theme, topic, plot rather than the literary "conventions".

### The areas of the programme and examination in which candidates appeared well prepared

In general, candidates demonstrated a good level of knowledge and an adequate understanding of the questions and texts. They displayed very good language skills and their use of language was accurate and effective. Some candidates showed independence of thought and expressed original opinions.

### The strengths and weaknesses of the candidates in the treatment of individual questions

Strengths: logical argumentation, good use of language.

Weaknesses: too many details, enumerative approach.

### Recommendations and guidance for the teaching of future candidates

Clearly identify the genre of works for commentary, encourage candidates to delve beneath the surface of the text.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 7	8 - 9	10 - 14	15 - 18	19 - 22	23 - 25

## The areas of the programme and examination which appeared difficult for the candidates

The stylistic aspect of the works was not adequately considered. In some instances, candidates also veered away from text analysis towards a description of content. In particular, the appreciation of the literary conventions of the genre was an area which often exceeded candidates' skill levels.

## The areas of the programme and examination in which candidates appeared well prepared

Candidates demonstrated a good understanding of the texts.

## The strengths and weaknesses of the candidates in the treatment of individual questions

Strengths: Use of language, good knowledge of the works.

Weaknesses: Poorly developed arguments, problems with stylistic analysis and particularly with the analysis of literary techniques.

## Recommendations and guidance for the teaching of future candidates

Encourage candidates to make use of the guiding questions.