

Korean A Language and Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 20	21 - 32	33 - 44	45 - 60	61 - 75	76 - 86	87 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 20	21 - 34	35 - 50	51 - 62	63 - 74	75 - 85	86 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

The range and suitability of the work submitted

The range and the suitability of the works submitted were generally good. However, the genre of the extract (or text) was either poetry or novels, that the range of the genre was quite narrow.

The extracts of the texts for the internal assessment were generally appropriate and of the correct length. Some of the centres chose a single extract and set two Guiding Questions for all of the candidates, whilst others I set an extract and Guide Questions for each candidate. Guiding questions were included, and the questions were asking the candidates either to show their understanding of the text or their interpretation of the text. Although most subsequent questions were set relevant to the candidates' commentary and played a role as guiding questions, some were so irrelevant as to be worthless. The numbers of the subsequent questions were varied from 0 to 6.

Candidate performance against each criterion

Knowledge and understanding of the text and extract

In general, the candidates showed adequate understanding of the text or extract, although most of the presentation sounded very much rehearsed. Some candidates displayed background information in relation to the extract under discussion.

Understanding of the use and effects of literary features

Generally, candidates were aware of the use and effects of literary features and understood their effects. However the candidates' understandings of the literary features were very similar with their peer groups'. Even, some of the commentary contents on this criterion were so similar, they sounded very much rehearsed. Future candidates may need to show more original idea of their interpretation of the extract in their own words based on their knowledge. It seems that analyzing literary features of poetry worked to the advantage of the candidates. It showed that genre choice for the extract is one of the key elements to earn many points in this criterion.

Organization

Most of the candidates showed an adequate ability for structuring their commentaries. Most commentaries were organized and the structure was mostly coherent. Some candidates struggled for time management.

Language

The candidates showed a certain level of competence in Korean language, and their use of language was quite confident. They expressed themselves clearly and fluently. In general, language was clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction. The register and style were effective and appropriate to the commentary. It is assumed that this is because mother tongue/first language of majority candidates is Korean.

Recommendations for the teaching of future candidates

As previously mentioned, the future candidates should be able to present their own interpretation of the extract in their own words. The commentaries should be more creative and original. Also, they should avoid memorizing prepared their commentaries.

Higher level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 18	19 - 23	24 - 28	29 - 33	34 - 40

Standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 9	10 - 12	13 - 14	15 - 17	18 - 20

Recommendations for IB procedures, instructions and forms

Concerning word count, two different counting systems were used across the schools: character count or word count. Korean character count is not proportional to Korean word count, and it could cause unnecessary deduction for exceeding word limit. Clarification on the word count may be necessary.

The range and suitability of the work submitted

In general, most candidates' works were relevant, good and interesting. Among those, some candidates from particular schools showed notably good range of work. It seems to show that the quality of a candidate's work depends heavily on the teacher's guidance.

Candidate performance against each criterion

Standard Level and Higher Level Task 1

Rationale

In general, the rationales showed good explanation and understanding of the aspects being investigated. However, many of them did not correspond with their works much. Future candidates may need to explain their rationale thoroughly; link the rationale to the content clearly; develop their argument more effectively and coherently.

Task and Content

Most works from some schools showed a good understanding of the conventions of the test type chosen, and the contents were appropriate to the task chosen. Some works from some other schools showed some understanding of the expectation of the task, and the contents

were partially appropriate to the task chosen. In the future, teachers may need to clarify the nature of the written task.

Organization

In general, the tasks were organized, and the structures were generally coherent. Although there was the word limit, as two different word count systems were applied, the range of the task length was broad.

Language and Style

The majority of candidates showed a certain level of competence in Korean language. The use of language and the style were clear and effective with a good degree of accuracy. There were some minor errors such as spellings, agreement, and word choice shown.

Higher Level Task 2

Outline

Although the candidates' outline of the written task was supposed to *highlight* the particular focus of the task, many of the outlines were bullet pointed writing plans. Those were not sufficient to explain their focus of the task. Also most of them did not correspond to the contents of their works. It would be necessary to clarify the nature of the outline for future candidates.

Response to the question

The candidates showed adequate understanding of the expectation of the question, and their ideas were relevant and focused. The responses were generally supported by references to the test(s). However, only some candidates from particular centres indicated their sources. Future candidates may need to be advised to cite their sources.

Organization and argument

In general, the tasks were organized, and the structure was generally coherent. Some works were quite descriptive and had little argument. Future candidates need to be able to develop their own argument coherently.

Language and Style

The majority of the candidates showed a certain level of competence in Korean language. The use of language and the style were clear and effective with a good degree of accuracy. There were some minor errors such as spellings, agreement, word choice shown.

Recommendations for the teaching of future candidates

Future candidates should understand the nature of the outline and rationale so that they can explain their rationale/outline thoroughly; link it to the content clearly; develop their argument more effectively and coherently. Also the work should be more of an argument rather than a description

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 8	9 - 10	11 - 13	14 - 16	17 - 18	19 - 20

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

In general, the candidates presented good understanding of the texts. However, not a few of the candidates showed their misunderstanding of the target readers and the purpose of the texts. Future candidates should be able to understand the whole context of the texts given as well as its content. Even though the candidates' comments were included in their comparative textual analysis, some of them were not supported by references to the texts. Future candidates should be able to comment on the textual analysis with the references to the texts.

Although some candidates could develop their arguments, the rest of the responses were quite descriptive. Future candidates should be able to develop their own argument/comment on the textual analysis as well as describe it. Also the argument should be developed in a coherent way.

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

The majority of the candidates had a good level of competence in Korean language. In general, language was clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction. There were minor errors such as spellings, agreement, and word choice shown. It is assumed that this is because of the fact that most of the candidates' mother tongue/first language is Korean.

In general, most of the candidates presented a comparative analysis, and the analyses were mostly balanced and focused. Also the candidates displayed a good sense of development and presented sequencing of ideas in a generally coherent way.

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

Most candidates chose Question A (public advertisement and interview article). It showed that the candidates preferred the texts carrying strong messages and literary features. Although they pointed out the literary features correctly, some candidates failed to identify the texts' purpose, context or the message correctly. On the other hand, most of the candidates who chose Question 2 (Literary texts) understood the context of the texts correctly. They also showed their good understanding of the stylistic features and their use.

Recommendations and guidance for the teaching of future candidates

In order for future candidates to avoid misunderstanding of the message of the text, they should be able to understand the whole context of the texts given as well as its content.

Although some candidates could develop their arguments, the rest of the responses were quite descriptive. Future candidates should be able to develop their own argument/comment on the textual analysis as well as describe it. Also the argument should be developed in a coherent way.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 8	9 - 11	12 - 14	15 - 16	17 - 18	19 - 20

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

In general, the candidates presented good understanding of the texts. However, not a few of the candidates showed their misunderstanding of the target readers and the purpose of the texts. Future candidates should be able to understand the whole context of the texts given as well as its content. Even though the comments had the textual analysis, some of them were not supported by references to the texts. Future candidates should be able to comment on the textual analysis with the references to the texts.

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

The majority of the candidates had a good level of competence in Korean language. In general, language was clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction. There were minor errors such as spellings,

agreement, word choice shown. It is assumed that this is because of the fact that most of the candidates' mother tongue/first language is Korean.

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

The candidates understood the literary features of the text and the stylistic features and the use well. However, many candidates failed figure out the purpose, target reader, the context, or/and the message of the text.

Recommendations and guidance for the teaching of future candidates

In order for future candidates to avoid misunderstanding of the message of the text, they should be able to understand the whole context of the texts given as well as its content.

Although some candidates could develop their arguments, the rest of the responses were quite descriptive. Future candidates should be able to develop their own argument/comment on the textual analysis as well as describe it. Also the argument should be developed in a coherent way.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 8	9 - 10	11 - 15	16 - 21	22 - 23	24 - 25

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 10	11 - 14	15 - 16	17 - 20	21 - 22	23 - 25

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

Most of the candidates were aware of the expectation of the questions, and the responses were mostly relevant. However, even though they had fairly relevant materials (part 3 works) that could meet the expectation of the question, not a few of the candidates could not use the part 3 works that they learned in the class to answer the questions properly. This shows that

the candidates may have *knowledge* about the part 3 works, but they do not have own *interpretation* of the works. The candidates should be able to interpret the works on their own views. It would be necessary for future candidates to get to know the part 3 works and be able to interpret them from diverse perspectives.

The candidates displayed a good sense of development and presented sequencing of ideas.

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

Most of the candidates were aware of the use of stylistic features and presented adequate understanding of the effects. Their understanding of the stylistic features presented in the paper 2 was very similar to the one that their peer group from the same school displayed. Also, the candidates displayed a good sense of development and presented sequencing of ideas.

The majority candidates had a good level of competence in Korean language. In general, language was clear and carefully chosen. A good degree of accuracy in grammar, vocabulary and sentence construction were apparent, despite errors such as spellings, agreement, word choice. It is assumed that this is because of the fact that most of the candidates' mother tongue/first language is Korean.

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

Most candidates chose Question 3, 2 or 6, mostly 6. It seems that they chose a question by the character of the part 3 works they had learned in the classroom. Most of the candidates managed to link the expectation of the questions and the character of the literary works and answer the questions successfully. However, some candidates failed to choose an appropriate question, even though their resource was more relevant to any other question. Or some of them couldn't match their part 3 works with the expectation of the question properly, although their part 3 works were suitable for the question they had chosen.

Recommendations and guidance for the teaching of future candidates

The knowledge of the texts the candidates displayed was very similar to the one they presented in the internal assessment. Also the candidates of the same centre presented it almost alike. Future candidates may show their original and creative idea of their knowledge of the part 3 works in relation to their understanding of the expectation of the questions, and write in their own words.

Further comments

It seems that the success of this assessment heavily depends on the part 3 works taught in the classroom. Some candidates successfully developed their arguments; because the

materials (part 3 works) they learned in the class directly corresponded with the expectation of the question. Those who didn't have relevant resources that could match with any questions could not attain a good outcome, which was unfortunate.