Modern Greek A: Language and Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 28	29 - 43	44 - 56	57 - 69	70 - 84	85 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 27	28 - 43	44 - 57	58 - 69	70 - 83	84 - 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

The range and suitability of the work submitted

There was a wide range of suitable works submitted.

Candidate performance against each criterion

Concerning criterion A: many candidates demonstrated a good knowledge and understanding of the extract they interpreted. However, there were some candidates whose interpretation showed an adequate knowledge and understanding of the interpreted work. Some candidates gave either a lot of biographical details about the author or too much general information, and this was at the expense of the actual interpretation of the extract for commentary.

Concerning criterion B: many candidates demonstrated a good appreciation of the ways in which language, stylistic features and technique contribute to the meaning of the extract for commentary. However, there were some candidates who spent time reading most of the lines of the extract and, at certain points, just paraphrasing what they read, and making some fleeting references to the stylistic features that shape the meaning of the extract.

Concerning criterion C: many candidates gave a clear and efficient commentary. However, there were some candidates who gave less focused commentaries: at some points there was repetition and lack of any conclusion.

Concerning criterion D: many candidates used clear and appropriate language with a good degree of accuracy, complex structure and effective style. There were some cases in which the language was mostly clear with an adequate degree of accuracy with mostly appropriate register and style.

Recommendations for the teaching of future candidates

Candidates should avoid giving too many biographical details about the author and concentrate more on the interpretation of the extract. It would be advisable for candidates to avoid reading all the lines of the extract and concentrate more on the points that show how well they appreciate the extract in terms of language, stylistic features, technique and structure. They can just mention the number of the lines they refer to – this could save time, time which can be more usefully used for the analysis. Candidates should also focus more on the way they organize and present their commentaries. Also more emphasis should be given to the accuracy of the language, especially in grammar, and particularly in the agreements of nouns and some groups of adjectives.

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

There was a good range of suitable extracts for the oral commentary, followed by questions. There were few cases in which there were more than two questions.

Candidate performance against each criterion

Concerning criterion A: most of the candidates gave well supported interpretations that demonstrated good or very good knowledge of the submitted extracts. However, there were some candidates who gave too many biographical details at the expense of an efficient introductory commentary on the extract for analysis. The level descriptors need to be referred

to carefully by teachers as some marks were slightly on the generous side for the above criterion.

Concerning criterion B: most of the candidates demonstrated a good or very good appreciation of the ways in which language and stylistic features contribute to the meaning of the extract. However, some candidates demonstrated an adequate appreciation as they focused more on a general commentary and made only some references to the text, language and the stylistic features in order to support their views. Again, the level descriptors need to be referred to carefully by teachers as some marks were slightly on the generous side for the above criterion.

Concerning criterion C: most of the candidates gave clearly structured commentaries. However, there were some cases in which the commentaries had less focus.

Concerning criterion D: most of the candidates' commentaries were clear and appropriate, with a good degree of language accuracy, complex sentence structure, appropriate vocabulary and effective style. However, there were some cases in which language was mostly clear and appropriate with adequate language accuracy and mostly appropriate register and style.

Recommendations for the teaching of future candidates

Candidates should not give too many biographical details about the author of the extract and concentrate more on the interpretation supported by well chosen references to the extract. Also, they should have a sense of economy in what they select to present. They should focus more on the important and decisive points of the extract that demonstrate very good knowledge and understanding of the extract as well as on the definitive factors that contribute to the meaning of the extract. Organization and presentation are also important for conveying their views. Some candidates should pay more attention to the accuracy of the language and style.

Higher level written tasks

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

The range and suitability of the work submitted

The majority of the candidates have submitted suitable written tasks in a wide range of text types or questions following the IB guidelines.

Candidate performance against each criterion

Concerning criterion A: most of the candidates submitted clear rationales or outlines. However, there were some outlines that were not very clear either because the language was slightly vague or because the candidates did not make their point in a clear way. There were very few cases in which the outline was a short summary of the task.

In regards to criterion B: most of the candidates submitted tasks that showed a good or very good understanding of the text(s) or the expectations of the given question and well supported by references. However, there were some cases, especially in relation to 'How a text is read and interpreted by two different readers', in which there was some lack of balance: candidates developed thoroughly the approach of one reader – mainly the reader of the time the work was written, and then gave a rather brief outline of the approach of the contemporary reader. Also some candidates, who chose the text type of a blog, were carried away by the conventions of the specific text type and they presented their ideas in a rather superficial way. Also in the text type of the pastiche, some texts were slightly superficial and did not convey the style and the atmosphere of the literary text.

Concerning criterion C: many candidates presented their views in a coherent way. However, there were cases in which the task was organised too generally with only some development of argument.

In regards to criterion D: many candidates used a clear and effective style with a good degree of accuracy. However, there were cases in which there were some inaccuracies in grammar, sentence structure, spelling, punctuation and accentuation whilst the vocabulary was appropriate but slightly limited.

Recommendations for the teaching of future candidates

Candidates should focus more on the organization of the task and the development of their views in a clear and effective way. Also more attention should be paid to the punctuation, especially in long sentences. Moreover, when candidates choose the text type of a pastiche or a short story, it should reflect the spirit of the text that has inspired them.
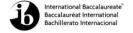
Standard level written task

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

The range and suitability of the work submitted

Most of the candidates have submitted suitable tasks in a wide range of text types selected from the four parts and according to the IB guidelines.

Candidate performance against each criterion

Concerning criterion A: most of the candidates submitted good rationales that showed clear explanation and understanding of the aspect they were going to explore. However, there were some cases in which the rationale did not explain clearly what would be investigated or did not give information about audience or purpose.

Concerning criterion B: most of the candidates submitted tasks with good or very good content that showed a good or very good understanding of the explored topic in a wide range of text types selected from the four parts. However, there were cases in which the tasks showed some understanding of the topic or text to which they referred. There were also, in very few cases, inappropriate content. Again, in very few cases, the chosen text type of the article was slightly bordering on a formal essay.

In regards to criterion C: most of the candidates gave organized tasks with coherent structure. However, there were cases in which there was structure but this was not sustained throughout the whole work. In some cases there were abrupt transitions from one paragraph to the other whilst in others the material taken from other resources was not well processed and smoothly integrated to the task.

In regards to criterion D: many candidates made a good use of the language with a clear and effective style and a good degree of accuracy, varied vocabulary and appropriate register. However, there were some cases in which there were quite a lot of inaccuracies related to grammar and sentence construction, spelling, generally appropriate vocabulary but rather limited. Also, there were a lot of cases in which punctuation was either missing or was in the wrong place. Finally, there were some cases in which accentuation was either in the wrong place or was missing.

Recommendations for the teaching of future candidates

Candidates should focus more on the organization of the task: how to develop and support their ideas in a clear and convincing way. In their task they should also focus more on the way they integrate material taken from other resources. They should also pay more attention to the accuracy of the language and particularly to sentence structure and punctuation.

Further comments

There were some brilliant tasks that showed originality of ideas and excellent presentation, and with a high degree of language accuracy and style.

Higher level paper one

Component grade boundaries

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

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

There was not any particular area which appeared particularly difficult for the candidates.

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

Most of the candidates appeared to be well prepared. They responded accordingly by writing comparative analysis that demonstrated good understanding of the texts, possible context, audience and purpose, as well as exploring the similarities and differences between the texts with well supported ideas and awareness of the stylistic features.

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

As mentioned above, most of the candidates wrote convincing and well structured comparative analysis. This analysis included consideration of possible context, audience and purpose, and similarities and differences between the two texts. This was well supported by comments that used aptly chosen examples that showed ability to develop relevant ideas and awareness of the stylistic features. In many case, the language displayed a good degree of accuracy. However, there were some cases in which there was not any mention of the context, possible audience and purpose. There were also some cases in which candidates analysed the two texts separately and who did not focus their analysis on the similarities and differences between the two texts. There were also some cases in which the analysis was more detailed for the first text and less for the second. Also some candidates correctly identified the stylistic features, but they should have shown in their development how these features contributed to the understanding of the texts as well as their effects on the reader. Finally, some candidates need to be more careful with the way they organize their ideas and their language accuracy.

Recommendations and guidance for the teaching of future candidates

Candidates need to include information about possible context, audience and purpose in their analysis. They should also be aware that they are asked to write a comparative analysis and they should focus more on the similarities and differences between the two texts. They should

also develop more the analysis of stylistic features, and their effects on the reader. Some candidates should pay more attention to the organization of their material and the clarity and accuracy of the language.

Further comments

Some candidates gave excellent comparative analysis.

Standard level paper one

Component grade boundaries

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

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

There was not any particular area that appeared particularly difficult for the candidates. However, as most of the candidates chose text 1, it is assumed that either they found the second text difficult or the first text was more appealing to them.

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

Most of the candidates appeared to be well prepared and responded accordingly by writing convincing and well structured textual analysis.

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

Most of the candidates wrote convincing textual analysis. This analysis demonstrated good understanding of the text and the context, possible audience and purpose, and was supported or mostly supported by well chosen references, with awareness and development of the stylistic features, good organization and a good degree of language accuracy. However, there were some cases in which there was an adequate awareness and development of the stylistic features and how these contribute to the understanding of the text. There were also some cases in which possible context, audience and purpose were not mentioned in the analysis. There were few candidates who did not comment on the pictures in the article. Some candidates who chose the second text demonstrated an adequate understanding of the text but did not explore it thoroughly, particularly in terms of language and form. Finally, some candidates gave good textual analysis but this was adequately organized with some development of the argument. In some cases the language also reflected an adequate degree of accuracy.

Recommendations and guidance for the teaching of future candidates

Candidates should include their views about possible context, audience and purpose in their analysis. They should also expand more on the stylistic features of the text and show how these contribute to the understanding of the text. Some candidates should pay more attention to the organization of their ideas and argument as well as the clarity and accuracy of the language.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 22	23 - 25

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

Most of the candidates understood each individual question and they responded accordingly. There were very few cases in which candidates who chose question 1 appeared to confuse historic events with personal events that affect the characters' lives.

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

Most of the candidates appeared to be well prepared, and their responses demonstrated a good knowledge and understanding of the part 3 works in relation to the question as well as ability to respond to the question with convincing analysis. However, in contrast, there were some candidates who were adequately prepared and their responses showed adequate knowledge and understanding of the question but they gave generally valid analysis.

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

Most of the candidates gave convincing analysis supported by relevant ideas and well chosen references that showed a good understanding of the question and awareness of the literary conventions, ability to compare and evaluate the studied works in relation to the question, good organization and a good degree of language accuracy. However, there were some cases in which candidates made a rather superficial comparison between the two studied works. Also some candidates did not make enough references to the text or they just identified them without explaining how they contribute to the understanding of the work. There were very few cases of candidates who gave long summaries of the works and not a proper

analysis. There were also few cases in which the language had an adequate degree of accuracy.

Recommendations and guidance for the teaching of future candidates

Candidates should make sure that they fully understand the question before they start writing their responses. They should also be more aware how the literary conventions contribute to the understanding of the studied works. They should pay more attention to the way they organize their ideas in clear and effective language. Also they should avoid giving long summaries and concentrate more on writing an effective and convincing analysis well supported by relevant ideas and references.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 14	15 - 18	19 - 21	22 - 25

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

Most of the candidates understood the questions and they responded accordingly. There were very few cases in which candidates who chose question 1 appeared to confuse historic events with personal events that affect the characters' lives.

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

Most of the candidates appeared to be well prepared, and their responses demonstrated a good knowledge and understanding of the part 3 works.

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

Most of the candidates gave convincing analysis that demonstrated good understanding of the question, a good response to most of the main implications of the question with relevant ideas, awareness and development of the literary conventions, good organization and a good degree of language accuracy. However, there were cases in which candidates mostly correctly identified the literary conventions but did not show effectively how these contribute to a better understanding of the works. There were also cases in which the organization of the material had some coherence and development and the language had an adequate degree of

accuracy. There were also very few cases of candidates who gave long summaries and not proper analysis.

Recommendations and guidance for the teaching of future candidates

Candidates should make sure what the implications of the questions are before they start writing their responses. They should make more reference to the works and show how each reference contributes to a better understanding of the studied works. More attention should be paid to the way they organize and develop their ideas. They should focus more on the clarity and accuracy of the language. They should also avoid writing long summaries and concentrate more on giving a convincing analysis.

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