

Thai A: Language and Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 28	29 - 47	48 - 58	59 - 69	70 - 84	85 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 28	29 - 47	48 - 59	60 - 70	71 - 84	85 - 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

Recommendations for IB procedures, instructions and forms

They are good. The procedures were well followed. Each candidate was given a photocopy of the chosen text without any annotations or notes. The chosen texts properly included line numbering for ease of reference as recommended by the IB. After the preparation time, the teacher allowed the candidate to give his / her commentary without interruption. The teacher

did not attempt to rearrange the candidate's commentary and intervened only when the candidate seemed to need positive encouragement, or found it difficult to continue or failed to comment on the text given. When the commentary was completed, the teacher usually engaged in a discussion with the candidate in order to give him / her opportunity to improve or expand on particular statements made during the commentary. The instructions and forms were well designed and covered all the necessary elements.

The range and suitability of the work submitted

There is sufficient variety of work.

Candidate performance against each criterion

Candidates performed well against each criterion. They revealed good knowledge and understanding of the extract. They supported assertions with appropriate references to details of the text or extract. They generally understood and appreciated the use and effects of literary features. The structuring of the commentary was usually effective and appropriate, with clear links between the ideas and with precise illustrations.

I am under an impression that the linguistic proficiency of candidates this year is in general higher than in the past. Intonation, pronunciation and accent in most cases did not impede understanding.

Recommendations for the teaching of future candidates

I don't have any particular recommendation as all the teachers are very well familiar with this assessment.

Further comments

The sound volume of some recording could be louder.

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

Recommendations for IB procedures, instructions and forms

They are generally good. However, the language used in the form should be the same for all the candidates. As it is now, some candidates filled in some boxes in Thai and others in English. The box for 'Prescribed question on which task 2 is based' should require the candidates to put in the question in English. Currently, some candidates wrote the question they chose in Thai, and it barely corresponded to any prescribed questions.

The range and suitability of the work submitted

There is a good variety of work submitted which includes magazine columns, novel (insertion), letter, diary, blog, and persuasive write up.

Candidate performance against each criterion

The candidates performed well against each criterion. However, some candidates did not have a full understanding of Task 2 questions. For example, in responding to the question of: If the text had been written in a different time or place or language or for a different audience, how and why might it differ?, a candidate simply talked about how the main theme of *The Outsider* and of the *Metamorphosis* were conveyed through the characters. It is important to note here that a number of candidates chose to do a comparative analysis of certain elements in *The Outsider* and of the *Metamorphosis*, without really dealing with the questions. It seemed to me that they have been particularly well prepared to do character analysis, each only in one context.

Recommendations for the teaching of future candidates

Candidates need to be better prepared for Task 2 questions. Candidates should be trained to be able to see that a text's meaning is determined by the reader and by the cultural context. The interpretation of a text is dependent on various factors, including the reader and producer's cultural identity or identities, age, gender, social status, the historical and cultural setting of the text and its production, and aspects of the language and translation. Candidates should be encouraged to consider how and why social groups are represented in texts in particular ways. In addition, consideration may be given to who is excluded from or marginalized in a text, or whose views are silenced. Social groups could include women, adolescents, senior citizens, children, immigrants, ethnic minorities, professions. Candidates are also encouraged to consider the genre in which a text is placed. Certain textual features belong to a particular genre and can be identified by a particular reader or audience. Writers make use of, or deviate from, particular conventions of genre in order to achieve particular effects. Candidates may also explore how texts borrow from other texts, and how texts can be re-imagined or reconstructed. Examples of conventions of genre include structure, storyline, characterization, stylistic devices, tone, mood and atmosphere, register, visual images and layout. All of these recommendation were actually taken from the Examiner's instruction in the IBIS. I assumed that the information was conveyed to the teachers earlier. However, it appeared that teachers may not fully understand what is expected from the candidates' work.

Further comments

Teachers might find it helpful to read the Teacher Support Material for Language and Literature and contact other IB Thai teachers either through the OCC or by identifying which IB schools offer Thai on the IBO website.

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

Recommendations for IB procedures, instructions and forms

They are generally good. However, teachers should be required to have a closer supervision to make sure that candidates do the task by themselves and without using translation of any kind.

The range and suitability of the work submitted

There is a good variety of work submitted which includes magazine columns, novel (insertion), letter, diary, blog, and monologue, among others.

Candidate performance against each criterion

Candidate performance against each criterion is generally good. However a few candidates did very badly linguistically. The language use is almost incomprehensible, and is clearly done through digital translator such as Google Translation, a tool that never works with such language as Thai. The language use of these candidates in the rationale and in the task itself were totally different, showing that the candidates could actually write in decent Thai as they did in the rationale, but chose to do it through machine translator in the task. It is also important to note that such incomprehensible language did not appear in Paper 1 and Paper 2, which is another piece of evidence that the candidates in fact could write in decent Thai.

Recommendations for the teaching of future candidates

Teachers have to make sure that candidates do not use any translation device. The reasons why candidates turned to machine translation could be: 1). Machine translation has become more accessible. 2). Candidates did not have enough confidence in their Thai writing. 3). Candidates had a bad time management and figured that it would be faster to write in English which they felt more familiar with and then translated it, than attempting to write in Thai

directly. Whichever the case is, it is important to train the candidates to use Thai with confidence.

Further comments

Translation and the use of other languages than Thai should not be encouraged at all in class.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 4	5 - 9	10 - 11	12 - 13	14 - 17	18 - 20

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

The programme and the examination themselves do not appear to be difficult for the candidates. Some candidates, however, found the two passages challenging.

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

The linguistic proficiency of the candidates appeared to be very good. It is also apparent that the candidates were well prepared to analyze unseen texts and make comparative comments. They also understood the use of effects of stylistic features and their comparative analysis were generally well organized and coherent.

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

The candidates have good linguistic proficiency as well as analytical and organization skill. However, some understanding of Thai culture would have benefitted a few candidates.

Recommendations and guidance for the teaching of future candidates

It is important that candidates should understand to gain good marks in Criterion A, they need to understand not only the linguistic elements of a text but also 'aspects such as text type, context, bias and/or ideological position.' (Language and Literature Guide P. 40)

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The programme and the examination themselves do not appear to be difficult for the candidates.

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

The candidates' linguistic and analytical skills are good and they managed to make a good analysis of what they read.

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

The candidates' linguistic and analytical skills are good, while their knowledge in Thai culture and society is often weak. A significant number of the candidates showed little knowledge of Thai life outside cities as well as a misconception of women's role and status in the Thai culture.

Recommendations and guidance for the teaching of future candidates

As in my comments for HL candidates, SL candidates too need to be fully aware of context and how this is assessed in Criterion A.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 14	15 - 16	17 - 19	20 - 22	23 - 25

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

The candidates did not fully understand the questions. A number of them only compared one issue in two literature works without considering the dimension of time, contexts, and readers. For example, they did not fully understand when asked how different an interpretation of the major theme could be in a different context. Nor could they understand such question as ' In different periods of time, people may have different understanding of 'social problems'. Discuss how true this is'. When dealing with such question, candidates usually discussed only that in different periods of time, people had different social problems.

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

The candidates thoroughly and analytically understood the literature works that they read, showing that they have been well trained in these areas. They also seemed to have good linguistic skills. However, the fact that they failed to fully understand the question could reflect either the lack of preparation in this area, or the linguistic inability to really understand the question.

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

The candidates thoroughly and analytically understand the literature works that they read, and could express them well linguistically. However, they often failed to fully understand the questions. . A number of them only compared one issue in two literature works without considering the dimension of time, contexts, and readers. For example, they did not fully understand when asked how different an interpretation of the major theme could be in a different context. Nor could they understand such question as ' In different periods of time, people may have different understanding of 'social problems'. Discuss how true this is'. When dealing with such question, candidates usually discussed only that in different periods of time, people had different social problems

Recommendations and guidance for the teaching of future candidates

Teachers have to fully understand the curriculum in order to be able to prepare the candidates to answer the questions. The candidates have to be trained to be able to compare texts in a different dimension of time, contexts, and readers. Linguistically, they also need to be able to understand the questions correctly, knowing what is actually asked. From what I saw, teachers still trained the candidates the way they did in the old curriculum (i.e. Thai A2), where the questions did not deal with the difference in time or contexts. Some answers even seemed to be prepared prior to the exam.

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