

Czech A Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 23	24 - 36	37 - 47	48 - 62	63 - 76	77 - 86	87 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 22	23 - 37	38 - 48	49 - 60	61 - 72	73 - 82	83 - 100

Higher level internal assessment

Component grade boundaries

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

The range and suitability of the work submitted

By and large candidates demonstrated good oral command of the language, but terminology was used less expertly when it came to the written papers. Knowledge of the works to be commented was satisfactory. Most candidates used the guiding questions. The answers showed proof of good preparation and candidates dealt with all the main aspects of the works. The strongest candidates expressed relevant personal observations. Some candidates' presentations were relatively short, as if they were counting on additional questions beforehand.

Candidate performance against each criterion

A. Knowledge and understanding of the extract or the work

All candidates were familiar with the extract, although some had difficulties situating it in the context of the complete work and particularly in its historical and literary context.

B. Interpretation and personal reaction

Candidates' interpretations were, for the most part, valid. They fully grasped the meaning of the text as well as its literary value. Stylistic devices were sufficiently identified, but occasionally in a more stilted fashion and without them being included in the interpretation as a whole. References to the extract were appropriate.

C. Format

Format was not the strong point of these papers. The way in which content was structured was rather problematic, as a significant number of candidates interpreted the text in a linear fashion (from beginning to end). Nevertheless, references to the extract fitted well into the body of the response.

D. Use of language

Candidates expressed themselves well in Czech, without serious grammatical errors, and used a sufficiently rich range of vocabulary. However, literary terms were not used frequently.

Recommendations for the teaching of future candidates

Candidates must really work on the structure and content of their presentations. As a result of this the additional questions will actually become an add-on, rather than constituting the main part of the answer.

Standard level internal assessment

Component grade boundaries

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

The range and suitability of the work submitted

Candidates dealt with all the main aspects of the works. Their personal observations were appropriate and relevant. The range of individual approaches was satisfactory. A few hesitations in structuring the speech were noticeable.

Candidate performance against each criterion

A. Knowledge and understanding of the extract or the work

All candidates mastered the content of the extract as well as the work as a whole. They successfully placed the extract in the context of the work, however there was some uncertainty when it came to the historical and literary contexts.

B. Interpretation and personal reaction

Generally, candidates' judgements were well founded, and they correctly grasped the ideas and feelings expressed in the extracts. Identification of the stylistic devices was less successful. The personal reactions hinted at satisfactory knowledge of the works, but critical opinions were nevertheless rare.

C. Format

Most candidates presented their answers in a clear and coherent way. References to the extract were appropriate. Occasionally the structure of the content was not very clear.

D. Use of language

All candidates expressed themselves well in Czech, without grammatical errors. Their expression was clear and appropriate to the context. Nevertheless, literary terms were not used sufficiently.

Recommendations for the teaching of future candidates

Encourage candidates to show proof of independent and critical thinking.

Higher level written assignment

Component grade boundaries

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

The range and suitability of the work submitted

Students knew and understood their texts well. Moreover, their written expression was reasonable. However they frequently neglected to analyse the style and literary approaches.

Candidate performance against each criterion

A. Fulfilling the requirements of the reflective statement

A significant number of candidates only reproduced the in-class discussion. In general though, the perspectives of candidates when it came to the culture and context of the work studied had developed, thanks to the oral presentation.

B. Knowledge and understanding

This is the point for which candidates performed the best. They showed full mastery of their texts, and most of them also placed them correctly in the historical context.

C. Appreciation of the writer's choices

Candidates attempted to analyse the author's style, but most of them only dealt with the text superficially. There were however some relevant attempts.

D. Organization and development

For the most part, candidates used a linear structure which followed the development of the topic.

E. Language

Candidates expressed themselves without significant errors. From a general point of view, the level of their use of language was very good.

Recommendations for the teaching of future candidates

In addition to the linear structure, candidates should also be encouraged to use other types of structure in their papers.

Standard level written assignment

Component grade boundaries

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

The range and suitability of the work submitted

The level of the papers was more than satisfactory. Candidates showed good mastery of the language and several comments stood out in presenting an original opinion.

Candidate performance against each criterion

A. Fulfilling the requirements of the reflective statement

This was the weakest point. Candidates were often unsure about what this part of the paper should include: a repetition of in-class discussions (which was the most frequent approach), the new experience at the end of the discussion or a report on the work.

B. Knowledge and understanding

Candidates were well-prepared on this point. References to the text were appropriate and knowledge of the works was satisfactory.

C. Appreciation of the writer's choices

A few hesitations on this point, which is the most demanding one for standard level candidates. Analysis of the style was (for both levels) often "stilted".

D. Organization and development

All the papers were more or less structured, even though the preferred method was descriptive, which was still in order.

E. Language

No serious problems on this point. Nevertheless, weak use of literary terms was noted in some cases.

Recommendations for the teaching of future candidates

Explain to candidates what the reflective statement should include. Encourage them to take a less descriptive and more analytical approach.

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

Areas of the programme and examination which appeared difficult for the candidates

In interpreting the poem candidates tended to reduce its semantic breadth to one meaning only, or, contrarily, find meanings which were not highly plausible. A significant number of students struggled to identify the sonnet form. Some found political connections in this purely lyrical poem.

There were no significant problems to report in the interpretation of the prose extract. In their answers, candidates also included the characteristics of the short prose genre but for the most part this was detached and isolated from the interpretation of the text.

Areas of the programme and examination in which candidates appeared well prepared

Candidates successfully identified the roles of the characters, the style of the author and the narration. Moreover, in interpreting the poetic text, a basic description of the text was made, as well as identifying stylistic devices. Written expression and presentation were appropriate. Most candidates also expressed independent and original personal opinions.

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

Strong points: analysis of stylistic devices, basic description of the text, psychology of the characters, a few original personal interpretations.

Weak points: Limited explanation of the poetry, occasionally linear structure of the commentary.

Recommendations for the teaching of future candidates

For commentary on poems: Although one meaning often dominates others in the structure of the poem, secondary meanings that contribute to the semantic richness of the text should not be left aside or ignored. Mitigate the tendency among students to interpret poems predominantly politically.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 9	10 - 11	12 - 13	14 - 16	17 - 18	19 – 20

Areas of the programme and examination which appeared difficult for the candidates

The general level of the papers was satisfactory. However in interpretations of the poem, some candidates tended to give priority to one meaning of the poem.

Areas of the programme and examination in which candidates appeared well prepared

Several papers contained remarkable stylistic observations. The written level of the papers was also good.

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

Strong points: stylistic analysis of the text, knowledge and understanding of the text, logical and clear presentation.

Weak points: Sometimes the basic meaning of the text was not fully grasped.

Recommendations for the teaching of future candidates

Stress the importance of a basic understanding of the text as a precondition for reasonable, more nuanced interpretations.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 9	10 - 12	13 - 17	18 - 21	22 - 23	24 - 25

Areas of the programme and examination which appeared difficult for the candidates

Some students presented what one might call a "hypothesis" style of interpretation: the claims were reasonable but the chain of reasoning was absent. Some candidates adapted their interpretations of the text to the question requirements, which lead to a distortion of the structure and of the meaning of the text. Additionally comparisons between works were sometimes missing or insufficient. Some candidates put forward valid comments but which fell a little outside the scope of the question.

Areas of the programme and examination in which candidates appeared well prepared

Candidates know their texts very well and understanding was satisfactory. Overall, candidates demonstrated very solid linguistic competence, and their use of language was correct and effective.

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

Strong points: Good knowledge and understanding of the works, good level of language, and in some cases independent thinking.

Weak points: argumentation, appreciation of stylistic devices, occasionally inappropriate choice of works.

Recommendations for the teaching of future candidates

Candidates should be able to clearly identify the genre of the work concerned (in order to use it for the appropriate category). They should not only present what might be called a summary of their preparatory analysis, but this analysis must also be present in and a major component of their essays.

Candidates should answer the questions without 'reinventing' the meaning of the works, in other words, without distorting it in order to better fit the subject. For instance, if the question requires a treatment of the theme of dependence, some students are able to "find" it in almost all interpersonal relations, even in places where this theme is not present.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 7	8 - 11	12 - 13	14 - 16	17 - 19	20 - 21	22 - 25

Areas of the programme and examination which appeared difficult for the candidates

The link between the interpretation and the question was not always clear. Comparisons of several works was often ignored or carried out in a rather haphazard and not very systematic way.

Areas of the programme and examination in which candidates appeared well prepared

Knowledge of the works.

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

Strong points: knowledge of the works, good level of language.

Weak points: the choice of works for commentary was not always appropriate; reflections were sometimes too general.

Recommendations for the teaching of future candidates

Guide candidates so that they choose works that meet the requirements of the question.