Chinese B

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 13	14 - 26	27 - 42	43 - 58	59 - 72	73 - 87	88 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 24	25 - 40	41 - 55	56 - 70	71 - 86	87 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

The range and suitability of the work submitted

The overall standard of the oral language skills was very high. There was a good range of topics/photos linked to options selected by teachers and these topics were mostly suitable for such assessment. The candidates have demonstrated their strong abilities through the work presented. There was a very strong sense of high motivation to achieve the best they could. The new procedure for Individual Oral has been done successfully in most cases. However, the following require close attention for teachers when conducting the Individual Oral in the future:

- Time allocation: In general, the majority of internal assessments (IAs) were conducted within the recommended time allocation. Nevertheless, there were some cases where Part 1, exceeded 4 minutes, or the entire recording was too long.
- Introduction: the IA should be conducted entirely in the target language, and it should be the candidate, and not the teacher, to introduce his/her name, school and candidate information.
- Photographs versus images: For the visual stimuli, photographs linked to two options studied should be selected. Most of the visual stimuli selected by the teachers were good and they contained plenty of graphic text, which enabled candidates to describe the photograph more easily. However, some teachers chose images instead of photographs, which is not recommended. Some photographs were not linked to the options; instead, they were linked to the core, which is not acceptable.
- Captions: Should be provided and should be different for each student. The same photograph may be used by up to five candidates, but the title or caption should be different for each student. There were some cases where several candidates were given the same photograph and the same caption. This should not be repeated in future.
- Part 1: Teachers should not interrupt, nor add comments during the presentation.
- Part 2: Teachers with good probing technique is important during the discussion. It is recommended that teachers probe more deeply to offer an opportunity for the candidate to show his/her understanding of the topic, or to challenge the candidate's view on the topic. It should be conducted as an authentic discussion, and an open-ending question format is recommended. Where possible yes / no questions should be avoided, unless it is for clarification, or as a set-up for the questions followed. Teachers should pay close attention to candidate's Part 1 presentation in order to engage a relevant and meaningful discussion in Part 2. Unfortunately, some teachers asked questions that had already been addressed by the candidates in Part 1. This should be avoided. In addition, some teachers asked random questions that had little connection from one question to the next. It is recommended that teachers conduct the interview in a natural flow style, yet probe deeper on the content or adjust the question if the candidate seems to be experiencing some difficulty.
- Teachers are strongly advised to provide detailed comments in the target language to justify the marks awarded for each candidate. In particular, information on which option the IA was based is needed.

Candidate performance against each criterion

Most candidates have demonstrated strong performance against each criterion in that they have shown a high level of fluency in the language skills. The majority of the candidates have presented an in-depth analysis on the photographs provided relating to the option studied.

Criterion A: Productive skills

The general level of fluency was high, with a wide range of vocabulary used. Some candidates demonstrated near native level proficiency, whereas a few struggled to maintain a coherent basic conversation. On the whole though, the Mandarin used was good enough to make presentation and interactions straightforward and clear.

Criterion B: Interactive and receptive skills

Most candidates expressed themselves reasonably well with simple and complex ideas. While there were some linguistic errors for some candidates, the communication was rarely affected. Most candidates demonstrated an adequate level and the presentations were interesting and focused. Most candidates knew how to start from describing the photograph, and continued their presentation to reflect their understanding on the culture(s) studied.

Recommendations for the teaching of future candidates

- Candidates should be equipped with proficient language skills including a wide range of vocabulary, clear enunciation and knowledge on the topic in order to deliver an effective and fluent presentation on the options studied in an organized and logical manner.
- More spontaneous or naturally flowing presentations should be encouraged through class activities.
- Teachers should prepare the candidates in advance to ensure that the procedure is clear and understood, and the options are well studied.
- Teachers should familiarize themselves with probing techniques and give some thoughts to possible questions with which to initiate Part 2 and sustain it at an appropriate level. Teachers should neither interrupt nor ask the candidates questions during the delivery of candidates' Part 1 presentation.
- During teaching, a copy of the IA guidelines and assessment criteria should be made available to candidates so that they are familiar with the structure and expectations of the component.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 6	7 - 12	13 - 17	18 - 21	22 - 26	27 - 30

The range and suitability of the work submitted

The sample submitted was highly suitable for assessment as it covered the full range of competences in using the language, from the performance of novice learners to that of fluent native or near-native speakers. The majority of candidates demonstrated their ability to express themselves clearly and in some cases also persuasively and even logically. Weaker candidates need to work much harder, as some appeared to still having problems with pronunciation, especially with regard to distinguishing among the phonemic tones, as well as among the sets of palatal, retroflex, and dental-sibilant consonants. Some candidates have acquired an adequate store of vocabulary for their expressive requirements and a knowledge of basic

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

grammatical structure to deliver their messages. The topics for presentation were well-chosen, ranging from personal experiences, school life, to social issues, environmental concerns, and world events.

Candidate performance against each criterion.

Those awarded the highest marks spoke with clarity, confidence, and a remarkable degree of fluency, interacting in a pleasant and relaxed manner; while a very few appeared tense and nervous, speaking in a weak and shaky voice and thus resulting in a less successful performance both in presenting their respective topics and in conducting their discussions with the teacher.

Recommendations for the teaching of future candidates.

Usual classroom activities can be greatly and effectively supplemented by online resources, which encompass a wide variety of materials that may or may not, unfortunately, be useful or appropriate for pedagogical purposes; hence the teacher's guidance is important in selecting and recommending such materials and in monitoring how they are used. A time-honoured second-language learning practice is to ask future candidates to each look for two or three study-partners, with whom they can practise speaking, reading, and writing the language both in and outside the classroom as well as by means of electronic devices.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 10	11 - 17	18 - 25	26 - 35	36 - 43	44 - 53	54 - 60

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

Some candidates still found the true / false with justification questions difficult: some ticked a box but omitted the justification especially when the answer was true; some gave the correct justification but did not tick either box; some selected the correct justification and ticked the wrong box. One mark cannot be awarded if both the correct "tick" and the justification is not provided. The quotation also needs to be precise and succinct.

An example of this was question 8, where many candidates wrote only part of the justification: either wrote "use computer or cellphone", omitting "typing a few words" or answered with the common sense "via internet" that was not part of the text. The appropriate justification was "typing a few words through computer or cellphone". A good number of candidates had no difficulty in answering questions that required understanding of the whole text, its tone, or the author's purpose. This demonstrated a higher level of comprehension among candidates.

Another problematic area was ability to identify references in questions 15 and 16, where some answers were vaguely relevant, but hardly specific enough to gain the mark.

A good number of candidates had difficulty matching the definitions with 4-character idiomatic expressions, such as questions 29 and 30.

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

There was a high level of knowledge, understanding and skills demonstrated by most candidates. Their linguistic skills were very strong, and they were able to interpret the original source texts well, and the questions were answered with confidence.

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

Questions 1-3: most candidates answered these questions correctly. Question 2 was slightly problematic for some, in that candidates failed to address "when" as the question asked.

Question 4: proved problematic for about a quarter of candidates, who did not select D, E, and H as their answers.

Questions 5-7: most candidates answered these correctly as they were fairly straight-forward questions.

Questions 8-9: most candidates seemed to have little difficulty with this set of questions. Question 8 appeared more challenging to some as full reasons were not given as the justification.

Question 10-14: most candidates found these questions straight forward.

Questions 15-16: identifying references are usually a more challenging question type. However, it was pleasing to see that most candidates answered this set of questions correctly.

Questions 17-21: matching words with definitions. These set of questions were to test the understanding of vocabulary from words and phrases from context. Question 20 followed by question 19 and 21 were the most challenging, but the majority of candidates did well.

Questions 23-26: were straight-forward short-answer questions that did not require high level of comprehension skills. Almost all candidates answered them correctly.

Questions 27-28: this set of MCQs was also very straight forward. Almost all candidates answered them correctly.

Questions 29-32: candidates found these set of questions challenging. The questions tested 4-character idiomatic expressions, which are considered more sophisticated vocabulary for Language B candidates.

Questions 33-35: most candidates appeared to have little difficulty with these questions.

Questions 36-38: matching sentence halves. The vast majority of candidates answered questions 36 correctly, but found questions 37-38 challenging.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Questions 39-41: finding words in the text questions was answered well by some candidates.

Questions 42-44: gap-filling exercise. Usually this type of questions is more challenging for candidates. However, this particular set was answered quite well.

Questions 45-48: true / false with justification questions. Most candidates seemed to have little difficulty with these questions. All candidates answered question 45 correctly.

Question 49: this question was not straight-forward, but was surprisingly answered correctly by the majority of candidates.

Questions 50-54: gap-filling for Text E summary. Some candidates seemed to have little difficulty with these questions. Question 50 was considered a difficult one as many candidates chose "thought/idea" instead of "financial" independence. Since it was the summary for Text E, the answer should be *financial* independence.

Recommendations and guidance for the teaching of future candidates

The assistance and guidance that the teachers should provide for future candidates is to assist candidates in improving their reading comprehension skills, to help them strengthen their language skills such as building up a wide range of vocabulary and complex grammar structures, and to expand their knowledge on topics related to the core.

Literature selection should be suitable to the candidates' interest and their language capability. For Language B higher level, reading literature in the target language not only helps future candidates to broaden their vocabulary and to cultivate fluent reading skills, but it also allows for the exploration of authentic language usage in a more creative manner, and to enjoy intercultural understanding in the target language.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 17	18 - 24	25 - 31	32 - 38	39 - 45

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

The questions designed to test vocabulary comprehension seemed to be very challenging for many of the candidates, especially the matching type of questions about the substitution of vocabulary. Similar to previous examination sessions, the justification with true or false type of questions are the area that many candidates lost marks. Candidates generally lost marks for this type of question as they omitted one part or another, or failed to provide precise details for the justification. A number of candidates also copied unduly long quotes for the justification, or short-answer type questions.

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

In general, the candidates of this session have shown a very good competency in the target language. The majority of candidates were well prepared with the reading skill and requirements of the examination. It was rare for candidates to provide answers without referring to the source texts which is a common mistake made in previous examination sessions.

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

Candidates seemed to have difficulty in questions designed to test vocabulary comprehension such as questions 7-10, 25-26 and 37.

For questions asking about the main idea of the source text and the general idea of respective paragraphs such as question 1, 11-13 and 27-30, a good number of candidates could handle the questions at ease. This demonstrated that candidates this session possess good competency in the target language and were well equipped with outstanding reading skills.

The justification with true or false type of questions has always been regarded as one of the most challenging type of questions for candidates and this year was no exception. Some candidates failed to provide precise and sufficient details for the justification, it was also noted that many of the candidates lost marks because they failed to provide precise quotes even if they were able to locate the relevant information from the source texts such as questions 31, 33 and 34.

Recommendations for the teaching of future candidates.

The good performance of candidates this session has demonstrated that teachers have already done a good job in exam preparation. Teachers may further help to improve future candidates' performance by:

- Strengthening candidates' foundation skills, especially building up and broadening their vocabulary base.
- Expanding candidates' knowledge of the topics concerned by using a variety of authentic materials from different Chinese speaking regions.
- Improving candidates' reading comprehension skills by extensive reading exercises.
- Providing more reading comprehension practices with a variety of questions types and provide guidance as to how to deal with the different types of questions correctly, especially for the more challenging question types such as gap-filling, justification with true or false.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 13	14 - 20	21 - 27	28 - 33	34 - 39	40 - 45

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

Section A

Flyer/brochure and bulletin text types appear to be problematic for many candidates. A flyer text type was included in this November's paper, and only one candidate chose to answer this question. The majority of candidates chose question 5, a letter to parents, followed by question 1, a debate.

There was a clear distinction between candidates who appeared to have been actively taught how to address these text types, and those who seemed to have no real idea about them. Teachers should introduce common text types listed in the subject guide.

Section B

This is a new assessment type which requires candidates to respond to a stimulus text provided. Candidates are to write a reasoned argument with details. There are specific skills required for this task, including the ability to formulate a view quickly and then explain it succinctly. Candidates could choose any text type in their response. The key point is that the response has to address the stimulus text directly without going off topic.

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

Section A

Candidates in general have demonstrated very high linguistic skills as well as maturity in their thoughts. In addition, they chose a topic suitable to their writing skills and knowledge. Thus, the outcome of the writing was quite satisfactory.

Section B

Most candidates were prepared to form a point of view to respond to the stimulus text and to make at least some attempt to justify that point of view in logical and convincing ways.

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

Section A

Question 5 was overwhelmingly popular since the topic. Perhaps the internet is a very familiar topic for high school students. Many candidates should have studied related issues under the option of Science and Technology, but also many had direct personal experience of overusing internet as a means to socializing with friends. In contrast, question 4, the flyer to announce the graduation trip, was probably a text type that was not as familiar.

Question 1

This was the second most popular task, perhaps because the subject matter seemed relevant and straight forward to address. Many candidates have lived in a multicultural city. The very wide range of responses indicates that some candidates are not aware of the logical way to provide argument in a debate.

Most scripts handled the text type competently, with a clear sense of address to the judges, other team member and the audience at beginning and end. These responses often skilfully used personal pronouns such as "we" and "you" throughout. A minority of scripts made a token address to audience at the start, but then fell into a "general speech" category through discussion of both pros and cons of the matter.

The best responses provided powerful and persuasive arguments and used cohesive devices such as sequence markers to give a clear sense of structure to the "oral" debate script.

Question 2

The interview was usually presented in the framework of a set of dialogue. The introduction to the interview and the closure of the interview were also important. The key to success was to ask good questions supported by good answers. It did not explicitly state how many festivals should be covered, as it was purposely stated that way as to provide some flexibility for candidates to undertake the task.

Question 3

Only a few candidates chose this topic. The topic might be less appealing or familiar to candidates, as it required candidates to state both pros and cons on school random drug testing policy.

Question 4

This was the least popular task, only one candidate chose it and it was written well. A flyer should have headings, subheadings, numbered lists, bullet points and so on for easy reading. The content should be much more precise and succinct, and should avoid writing in long paragraphs as in a speech.

Question 5

This was the most popular task chosen by over half of the candidates. Candidates who attempted this task generally handled it competently, possibly because of being familiar with the topic about socializing through the internet. Almost all provided a range of relevant ideas

about the benefits of using the internet, and how parents should try to understand the benefits of using it.

Section B

Candidates displayed a very wide range of approaches to the task, from agreeing the central point of the stimulus text in detail to agreeing generally with the central point, to using the stimulus text simply as a starting point for mitigating ideas. Candidates should not write off topic.

Unlike in Section A, there is no criterion for "format" in section B, so candidates do not need to worry about text type conventions. A clear and logical argument addressing the stimulus text is critical to earn high marks.

Recommendations and guidance for the teaching of future candidates

- Candidates should select a topic that they understand and can write well on. This includes using the appropriate conventions for the text type required, rather than selecting the most interesting topic.
- Candidates should be given many opportunities to develop their writing skills from vocabulary building, Chinese character writing, sentence structure expansion, and paragraph development.
- Opportunities should be given to candidates to explore a wide range of topics within the curriculum.
- Candidates should be taught to familiarize themselves with different text types listed in the subject guide.
- Candidates should be address the question asked and demonstrate their knowledge on style, register and proper format when responding to a particular question and text type.
- Section B is a new type of assessment, thus it is recommended that teachers provide enough opportunities in class for candidates to learn how to write a reasoned and logical argument responding to a stimulus text, such as a quotation, based on the core.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 9	10 - 13	14 - 17	18 - 21	22 - 25

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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

Cultural diversity, customs and traditions again appeared to be the most difficult topics. Most candidates did not have sufficient vocabulary to reflect and discuss their thoughts, so the development of ideas was not coherent.

It appeared that some candidates did not respond well to criterion B that require the candidates to fully understand the tasks and respond to the detailed requirements stated in the tasks. In particular task 2, which involved writing up the interview of a foreign student who had just attended a Chinese summer camp seems to be challenging for some candidates. The difficulty could be attributed to the change of roles and the perspective of responding to the interview.

For the task of writing a diary entry of going to a famous Chinese restaurant with a foreign friend, only a few candidates did well in giving an account of their dining experiences. Most candidates stated their experience of the day's outing to a Chinese city, and a couple of them seemed to have been confused about the intended audience.

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

Most candidates demonstrated that they were well prepared for the topics of health, leisure and science and technology. They demonstrated a satisfactory level of knowledge and understanding of the topics and generally met the format and length requirements. Most candidates were able to complete their chosen tasks with good vocabulary choice and appropriate sentence structures, showing clear understanding of the requirements of the topics and presenting their views and arguments effectively. A good number of candidates handled this written task very well, which is evidence of not only a good command of linguistic skills required at and beyond this level, but also a good awareness and knowledge of the social conventions expected in the circumstances given.

In general, most candidates this session demonstrated strong performance in this paper. Candidates' responses used a wide range of vocabulary for the related topic and a good variety of sentence structures were also applied. A good number of candidates demonstrated near-native or native language proficiency in their responses.

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

Of the 5 topics provided, giving advice on how to deal with pressure was the most popular, and candidates seemed well prepared for this kind of task. With very few exceptions, candidates were able to produce well-structured and clearly articulated views in a socially acceptable manner. However, perhaps due to the nature of the task, it seems that many of the pieces were very much the same, in terms of structure, ideas, as well as in terms of vocabulary.

Question 1

Strength: Most candidates could use the correct format of email and provided detailed information on how to learn the language and culture during the one year stay in the Chinese city.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Weakness: Some of the candidates wrote what they had already experienced in a Chinese city instead of their "plan" as requested by the task.

Question 2

Weakness: Some candidates did not address the question set and ignored some of the important details requested by the question, such as interviewing a "foreign" student and talking about the unforgettable "Chinese culture" experience.

Question 3

Strength:
This was the most popular question. Candidates provided a variety of methods to reduce the pressure with good word choices and addressed the task very well.

Weakness:
Despite using a semi-formal to non-formal register applied in letters to their friends, many of candidates failed to use the correct format for a personal letter, particularly making mistakes in the signature.

Question 4

Weakness:
Very few candidates chose this question. Those who did, did not respond to the question accurately, and provided unrelated information instead of describing the experience of dining out as requested in the task.

Question 5

Strength: A good number of candidates chose this question and generally answered the question well. The responses demonstrated familiarity with the topic and a good variety of related vocabulary was also used.

Recommendations for the teaching of future candidates.

Overall, almost all the candidates did very well. Teachers should be praised in providing good guidance and inspiration to the candidates. However, candidates need to be more aware of the importance of using effective coherence to weave paragraphs together.

Teachers should continue their good work in building up candidates' vocabulary / sentence structures related to the optional topics and different types of formats. Teachers need to work on guiding candidates on how to address the questions set carefully and to make sure that the contents of their writings refer to all the details required by the tasks.

Candidates should also familiarize themselves with the assessment criteria detailed in the subject guide.

Higher level Written Assignment

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

General Comments

Candidates' performance in the written assignment was good in general. Teachers should focus on the following areas in future teaching.

Rationale:

Most candidates failed to write a convincing and clear rationale. A good HL rationale should briefly mention aspects of the literary work that are relevant to the task, introduce the assignment (including the text type chosen), and to state the aim(s) and how the aim(s) have been achieved. The rationale provides the important information about the assignment and is important that it is written clearly.

Topic:

Each written assignment topic should be different. Candidates should not write the exact same topic as others.

Word count:

The task must be 500-600 words (note: it is 600-720 characters in Chinese) in length. There were some cases where candidates/teachers were not aware that the word count in Chinese should be 1.2 times more than in English, thus, the total word count of their assignment did not reach the required minimum words if they only wrote less than 600 characters. Consequently, a 1-mark penalty was applied in Criterion A. Teachers need to be aware of this. Of course, some candidates wrote beyond 720 characters, in such case, examiners would stop reading beyond this point. Thus conforming to the word count requirement is important.

2B/WA form:

A number of candidates did not give the correct word count in the box provided on the form; they gave a number of words that fell within the prescribed range. Teachers should advise candidates to write the exact number of words on the form.

Literary work: The literary work must be written originally in the target language (*ie* in Chinese). It has been a few cases that the literary work used was not originally written in Chinese (such as *The Joy Luck Club* by Amy Tan).

The Language B subject guide states that the assignment should be the choice of the candidate with guidance from the teacher. Teachers should not set the task for candidates.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

The range and suitability of the work submitted

In general, the written assignments submitted were of good quality.

Candidates have chosen from different aspects of literary work to complete their assignments, which have been creative and satisfactory. Creative use of literary texts was made in various ways, and the common choices of the assignments included a diary of a character, an interview with a character, a different ending of the story. However, providing an alternative ending to the literary work was less successful than other "formats" because candidates mostly concentrated on changing the ending to suit their own purposes (*ie* a feeling that the original work was too sad or unfair) rather than showing understanding of the original work.

Essays, general book reviews and interviews with authors hardly demonstrated a good connection with the literary work, whereas letters, diary entries, personal interviews and interviews embedded in articles worked well.

Some candidates wrote a review on the literary work, or an analysis on the author's writing techniques, which did not show the understanding of the original work and should be avoided. Also, retelling the plot should also be avoided. It is best that candidates can reflect on their understanding of the literary work and choose specific areas to explore further in their assignments.

Candidate performance against each criterion

Criterion A: Language

The level of language used in the assignments ranged from adequate to effective. Most candidates used a wide range of vocabulary accurately. Homophone misplacement, or character errors were still common among candidates, even when the use of dictionary is permitted.

Criterion B: Content

The most successful candidates wrote their assignment carefully to show an effective connection with the literary text; less successful approaches simply wrote an essay with little connection or reference to the literary text.

In some cases, candidates wrote personal diary entries about the study of the literary text by retelling the plot, which would not be rewarded high marks in criterion B.

Analytical essays in which candidates provided a general analysis of the literary work is not appropriate and would not receive high marks in this criterion. Candidates should create a piece of writing that is connected to the literary work.

Criterion C: Format

Most candidates were rewarded good marks if they wrote clearly in their rationale about the text type they planned to use and produced the same text type with the appropriate conventions. To a large extent, most candidates were able to use the conventions of their chosen text type appropriately and effectively.

In some cases, candidates specified a certain text type in their rationale and then produced another.

In such cases, candidates lost marks in criterion D for lack of clarity.

Criterion D: Rationale

In general, the rationale was not well written. Most candidates were clear on the text type they wanted to use and the reasons why they had selected that text type, but failed to state their aim(s) and how to reach the aim(s). Some wrote too much about the literary text and failed to introduce their assignment and their aim(s). Without a clear rationale, marks for criteria B and C would be affected as well.

Recommendations and guidance for the teaching of future candidates

- Teachers should ensure that their candidates are aware of the requirements of the rationale.
- The rationale should serve as an introduction to the task. A clear rationale would introduce the literary work, specify the purpose of the assignment in relation to the literary work, and explain how this aim was achieved by making the necessary links to the chosen text type.
- Teachers should advise candidates to choose a text type that will help them achieve their aim(s).
- Candidates should choose a specific focus or aspect to write their assignment.
- Teachers should make sure that the same topic is not repeated by different candidates.
- Candidates should not copy large sections from the literary work. If such a case rises, the word count for the copied section will be deducted from the total, thus the total word count might fall below the required word count and result in a 1-mark penalty.
- It is recommended that the rationale be placed immediately after the coversheet, and not be placed at the very end of the assignment.
- Candidates are advised to write neat and legible characters. Candidates should avoid crossing out large sections or avoid using an arrow to indicate an add-on section, *etc*.
- Candidates should be made aware that they lose 1- mark from if they write less than 600 characters and that examiners will read only the first 720 characters if the assignments exceed the prescribed word limit.

Standard level Written Assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 19	20 - 22	23 - 25

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

The range and suitability of the work submitted

The work submitted reflected the texts chosen by candidates that are considerably more difficult than the texts prepared for paper 1. Most are within the core choices and of interest to the age group of candidates. But most candidates seemed to be able to handle the work well. Factors that contributed to this might be that candidates are well prepared for handling the task; candidates are able to use tools and adequate time to complete the task.

The texts exploring the pros and cons of technology and internet usage for youth tend to be overwhelmingly of negative views. Considering technology proficiency is one of the important 21st century learning skills, it may be good to choose texts that present a more balanced view on the subject.

It is recommended not to use texts from textbooks, and also if amending the texts to achieve the desired length, do ensure that the texts are of accurate language and in read-friendly format as well as font size.

Candidate performance against each criterion.

Candidates have demonstrated a high command of language proficiency in this component. A fairly high percentage of candidates produced effective and accurate writing in near native or native level of language in terms of vocabulary and grammar usage as well as the general structure of the text.

Content:

Most are able to effectively use details from the source text to support the aims stated in the rationale and present this information in a well-organized manner. A few candidates failed to use details from source texts to support stated aims.

Format:

Candidates chose a variety of text type for their written assignment, ranging from a diary, interview scripts, email, blog and letter. For the most part, conventions of text type had been appropriate and accurately presented. A few did not make the distinction between emails and letters clearly. Diary is a popular choice of text type, however, a few candidates misused it to address the public.

Rationale:

Generally, candidates were able to produce clear and convincing rationales in introducing the task and stating the aims. The third components of the rationale: stating how the aims are achieved proved to be the element that candidates found most difficult. A good percentage of candidates simply stated the choice of text type and explained that they feel that this particular text type is most effective in expressing the views candidates wish to make. This is one area that candidates require improvement in.

Recommendations for the teaching of future candidates

Since the majority of the challenge in the written assignment falls in effectively and appropriately stating how the aims are achieved, teachers should use the following guidance to prepare future candidates for this element of the rationale:

At standard level, in order for the rationale to be considered clear and convincing, and to achieve the maximum 3 marks, it must include the aim(s), and how these have been achieved with direct links to the sources. The statement "directly linked" can be interpreted widely, and may include identifying the texts read, expressing the attitudes taken to the topic, or referring to the main issues presented in the texts.

If the candidate simply writes "I have chosen the diary to show how X feels about his/her situation", this does not really explaining how the aims have been achieved. On the other hand, if they justify their choice of text type in terms of how it would illuminate their chosen aspect of literary work then this would be satisfactory. Similarly, if they explain why a particular style was attempted/chosen, again in relation to the literary work, that would also meet the assessment requirement.

It is recommended that teachers guide candidates to clearly state the text type to be used in their writing as format is a component by which candidates are assessed.

Candidates should be guided on methods of citing text (which has been taken from the source text) that has been included in their written assignment. This is to demonstrate that details from source texts have been effectively used for the task.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional