

## May 2014 subject reports

### Arabic A Literature

#### Overall grade boundaries

##### Higher level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 18	19 - 33	34 - 45	46 - 60	61 - 73	74 - 85	86 - 100

##### Standard level

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 16	17 - 31	32 - 44	45 - 57	58 - 69	70 - 81	82 - 100

#### Higher level internal assessment

##### Component grade boundaries

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

#### General Comments

Teachers are clearly recommended to consider the significant requirements of the IA- Oral. Some clerical and administrative procedures are recommended such as forms, extracts/ passages, guiding and subsequent questions. In addition, teachers 'names are essential to be clearly presented. Some teachers should avoid interfering when their candidates stop their commentaries for a short while for concentration. Such interference may avert candidates from presenting their thoughts in their free method.

## The range and suitability of the work submitted

Passages and extracts submitted seemed appropriate and suitable for the oral commentary and discussion. Selected works fall within the PLA and part 2. The majority of candidates successfully showed knowledge and familiarity of their works although some schools' specialization in certain topics resulted in the repetition of thoughts and ideas. However, candidates seemed able to accomplish the major themes included in their extracts and presented them in an adequate manner. Candidates, generally speaking, spent a long time commenting only on one guiding question on the detriment of the others. Some candidates exceeded the recording time limit to reach more than 20 minutes instead of the period defined by the IB in the new syllabus instructions.

## Candidates' performance against each criterion.

Like in previous sessions, it was well observed that the majority of candidates spent a considerable time of their recording session concentrating on less convincing aspects rather than exploring the significant themes implemented in their texts. Detailed commentaries on authors' biographies resulted in the consumption of almost third of the time set for their recordings. Candidates, as it has been registered, had their commentaries written in advance for their oral recordings. Some teachers, in their help to candidates, also showed more intervention than expected during the recording time. Although the majority of candidates showed good understanding of the selected texts/ extracts and placed them in their context, they presented an adequate interpretation of the significant themes. Well prepared candidates indulged themselves in a critical and independent analysis and response. The appreciation of the writer's choice seemed to be almost ignored or overlooked in most recordings. In their organization and development of ideas and themes, candidates could have done better with more concentration. Regarding the language criterion, the majority of candidates practised clear linguistic issues despite the usage of local dialects in their commentaries instead of the proper Arabic. Grammatical and linguistic lapses seemed to be almost frequent in most recordings.

## Recommendations for the guidance and teaching of future candidates

Future candidates are urged to consider the recording time as some recordings exceeded the session limit set for their recordings. Teachers are also reminded to draw their candidates' attention to the appreciation of the writer's choice as well as the organization and presentation criteria. Candidates still need to pay more attention to the significant techniques of the oral examination commentary such as the linguistic and grammatical issues, and avoid the usage of local dialects during their recording time. As for the school teachers, they are also reminded to concentrate on the mock exam and guide their candidates to the proper method of oral commentary.

## Standard level internal assessment

### Component grade boundaries

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

### General comments

School teachers are expected to consider all the significant requirements of the IA- Oral. This includes the necessary forms, extracts, guiding and subsequent questions, marks and names of teachers to be clearly stated. They should also pay more attention to the difference, in criteria, between SL and HL. Teachers are also urged to remind their candidates' of the appropriate techniques of the oral speech and consider the time limit.

### The range and suitability of the work submitted

All Extracts and texts have fallen within the PLA and the Part 2. Candidates' works were suitable and appropriate for commentary. Some schools' specialization, as it appears, caused repetition of thoughts and ideas. Candidates, generally speaking, presented appropriate knowledge of the major themes and the significant ideas implemented in their selected passages/ extracts. Some candidates forgot themselves during the time limit and exceeded the allowed recording time without being reminded by their teachers. It was clear that their commentary on the first guiding question was on the detriment of the second. Candidates spent considerable time commenting on the writer's biography instead of the concentration on how the significant themes have been implemented in the passage/ extract itself.

### Candidate performance against each criterion

It was well observed that candidates spent more time than expected on less significant issues such as the author's biography. In their knowledge and understanding of works, the majority of candidates presented good comprehension of the contents of their passages/ extracts. Candidates, as registered, delivered a structured and focused commentary with an analysis of their texts and an evaluation of the crucial themes as appearing in their extracts.

They also brought forward a generally valid interpretation of the thoughts including some degree of a critical personal response. Few candidates also made little effort and spent little time on the writer's choices. They also appeared to have their commentaries and responses prepared in advance for the recording process instead of applying the oral recording techniques. The frequent intervention of some teachers through the commentary session works to the disadvantage of the students.

Regarding the language criterion, some degree of accuracy in grammar and phraseology with an attempt to use an appropriate register was observed.

The majority of candidates presented their commentaries in a generally clear language despite the usage of their local dialects and colloquial vocabulary.

## Recommendations for the teaching of future candidates

School teachers and supervisors are strongly asked to pay much more attention to their candidates' need to master the commentary techniques and the proper employment of the oral side of the language. Teachers are also reminded to consider the recording time limit and draw their candidates' attention to this crucial aspect. They are also reminded to recognize the frequent interruption during the recording time and to have their comments registered on the 1/IARF form. They should also make more effort to improve their candidates' performance during the recording session particularly the linguistic and grammatical issues. Future candidates also need to comment on the writer's choice as implemented in their works in a systematic method. Teachers are firmly asked to consider this significant aspect.

## Higher level written assignment

### Component grade boundaries

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

## General Comments

School teachers should be reminded to guide their candidates to the required and exact number of works in the PLT. The appropriate requirements of the written assignment topic selections, treatments and writing techniques of selected works should also be effectively considered. School teachers are also reminded to draw their candidates' attention to the required number of words in both the reflective statement and the written essay. It was observed that some school candidates set one poem to be compared by another composed by the same poet, reference to the exact requirements of the subject guide is recommended.

## The range and suitability of the work submitted.

The majority of candidates appropriately submitted suitable works. The selected topics were relevant for treatment with some personal views presented in a proper form and formal development of ideas. There was a variety of selected topics but schools' specialization in certain themes resulted in a limited number of selections. Candidates' selections, except in some cases, were based on one work studied in part 1 of the programme as indicated on the

language A literature guide p.27. Candidates were able to develop their essay titles suited to the particular works chosen. As a result, some good essays were produced and treated.

### **Candidate performance against each criterion.**

In the reflective statement, candidates showed little effort to understand the cultural and contextual elements. Teachers as well as candidates must be fully aware of the significant method of the reflective statement.

In the majority of assignments, this reflective statement was presented in a report form or as a summary of the treated topic.

While some essays showed only some comprehensive knowledge and understanding of the work used for the assignment, other essays showed detailed knowledge and understanding.

In the appreciation of the writer's choices, the majority of candidates showed only an adequate appreciation of the ways in which language, structure, technique and style shaped the meaning. Only few candidates ignored this criterion in their treatment.

Regarding the organization and development, ideas were effectively organized and developed, with well-integrated examples from the works used. On the contrary, ideas, in some assignments, were superficially organized and developed, with only some integrated examples from the treated works. The language component showed candidates care about the conventions of the written works with some appropriate register for the assignments selected. Language seemed clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite some lapses; register and style were mostly appropriate to the task.

### **Recommendations and guidance for the teaching of future candidates**

Teachers and future candidates need to comprehend the required instructions of the reflective statement and the literary essay. They should pay attention to the exact number of works to be studied in HL and consult the PLT. Candidates still need to learn the appropriate method of presentation of their works in a systematic fashion. Writing techniques should also have priority in the teaching process and supervision. The appreciations of the cultural setting relevant to their assignments in addition to precise and pertinent references to their works are also to be considered. The language aspects, including the grammatical and linguistic issues need concentration in the written tasks.

## Standard level written assignment

### Component grade boundaries

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

### General comments

Some schools still do not properly recognize the significance of the reflective statement and the literary essay in the new syllabus. Comprehensive knowledge of the instructions and requirements is very much needed, as well as guidance of candidates to improve their acquaintance with the required number of works as listed in the PLT. Some candidates overlooked the crucial requirements of the reflective statement. The maximum number of words in the reflective statement (400 words) and the essay (1,500 words) should also be considered and applied. The proper procedures of the works in translation should also be taken into consideration.

### The range and suitability of the work submitted.

The majority of candidates, as it was observed, seemed familiar with their selected topics and well acquainted with the required instructions. The selected aspects were also defined, appropriately discussed and accordingly treated. Schools' specialization in certain topics ended with the repetition of similar thoughts and discussion. Such specialization also influenced the selection of works and pushed candidates to discuss and treat the same topic, as it was shown in the repeated titles of selected work. Nevertheless, few candidates showed some independent thoughts and views in their assignments. Although the majority of candidates presented their reflective statements, they were not aware of their significance and contents. Such statements were presented either as a summary of the discussed work or as a report form.

### Candidate performance against each criterion.

Candidates, generally speaking, successfully proved themselves through their good comprehension of their selected topics. They appeared well prepared to present a generally good treatment of their selections. Some good effort was made in the reflective statement and only few candidates showed a rather good application to understand the cultural and contextual elements. But, as it was well observed, candidates were not aware of the significance of the reflective statement which, as mentioned above, was presented either as a summary of the discussed topic or as a report form. There was also a big variation of knowledge and understanding among candidates. While some mediocre knowledge and understanding of the topics were used in some assignment, other candidates showed

comprehensive knowledge, understanding, and perceptive insight into their submitted works.

The majority of candidates showed only an adequate appreciation of the ways in which language, structure, technique and style shaped the meaning when tackling the appreciation of the writer's choices. Some candidates completely discounted this issue in their discussion and only concentrated, in a narrative style, on the detailed events included in their chosen works. The majority of candidates had their ideas effectively organized and developed, with well-integrated examples from the works discussed. The language component showed a rather good care about the conventions of the written works with some appropriate register for the assignments treated. Language seemed clear and carefully selected, with an adequate degree of accuracy in grammar, vocabulary and sentence construction, despite some lapses.

## Recommendations and guidance for the teaching of future candidates

Future candidates need to concentrate on the appropriate instructions of the reflective statement and the written assignment. They should comprehend the exact number of works to be studied in standard level and to regularly consult their PLT. The appreciations of the cultural setting relevant to their assignments, in addition to the precise and pertinent references to their works should also be considered. School teachers are also instructed to draw their candidates' attention to the appropriate method and style to present their works. Writing techniques should also be considered in the teaching process and supervision. Special attention and care are required for the language aspect, including the linguistic and grammatical content employed in their written tasks.

## Higher level paper one

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 6	7 - 9	10 - 13	14 - 16	17 - 18	19 - 20

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

It seemed that the major difficulty, for the candidates, was their improper knowledge of the crucial writing techniques and skills. Their narrow knowledge of the appropriate commentary and analysis of the text made it difficult for them to recognize the actual requirements of the literary writing. Instead, they indulged themselves on the explanation of their selected texts in a narrative method despite the recognition of the basic themes and ideas. The general

weakness in grammar, syntax and phraseology also made it difficult for them to present their works in an appropriate shape. Some candidates presented their commentaries in an illegible form due to their weakness in the logical writing. The poem text also appeared more difficult, for the candidates, to analyze than the short story due to schools' specialization in certain genres.

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

The majority of candidates showed good comprehension of their selected passages for commentary. They also demonstrated a good interpretation mostly supported by references integrated to the body of the commentary. Due to their prepared answers and expected choice of questions, they succeeded in the recognition of the major themes and ideas implemented in their selected texts. As a result of schools' specialization, the majority of candidates selected the short story more than the poem for their commentary. This helped them to bring forth some good personal responses and critical views in an organized order. Their prepared study proved their readiness to meet all the required criteria needed for paper1 including the understanding, interpretation, appreciation of the writer's choices and organization.

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

The majority of candidates showed competence to present a well shaped and organized analysis. Others displayed their weakness through the improper presentation of their works. While the majority of candidates appeared rather aware of the writer's choices, only few missed the appreciation of this criterion including the language, structure, technique and style. The recognition and understanding of the dominant themes in the text was well observed but some candidates showed weakness to pinpoint the actual topic and meaning. In the organization of their work, candidates, generally speaking, brought forth well organized and logical ideas presented in a logical and persuasive manner. The linguistic, stylistic, phraseology and syntactical issues appeared to be among candidates weakness in the presentation of their work.

### **Recommendations and guidance for the teaching of future candidates**

Future candidates highly need to learn the actual proper methods and techniques of the literary commentary and analysis writing. The awareness of the appropriate stylistic, linguistic and syntactical aspects should also be considered for the presentation of an appropriate work. School teachers are reminded to teach their candidates the relevant approach of poem commentary instead of concentrating on the short story genre only. The consideration of the writer' choice is effectively recommended in addition to the organization and coherence of ideas implemented in the text. Candidates should also practise the literal writing to make their commentaries legible and clear.



## Standard level paper one

## Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 10	11 - 12	13 - 15	16 - 17	18 - 20

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

The majority of candidates seemed to have found difficulty to present their guided literary analysis according to the appropriate techniques. It was well observed that they also found it difficult to properly employ the stylistic issues in a systematic fashion. The applicable integration of the two guiding questions was also among their difficulties due to their concentration on the selected text which resulted in the overlooking of these questions. The efficient presentation, to grammatical and generally speaking, also appeared to be difficult for the majority of candidates. The general weakness in the grammatical and syntactical aspects made it difficult for them to present their analysis in an appropriate coherent method.

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

It was well observed that there was a good understanding of the passage demonstrated by an acceptable interpretation. Ideas were supported by references integrated to the body of the commentaries and analyses of the passage. The majority of candidates appropriately analyzed and commented on the significant theme(s) employed in their selected texts. They, except few, preferred to analyze and comment on the short story text more than the poem. No doubt that was a result of their schools' specialization and teachers' role in class. They also brought forth some relevant ideas with a rather convincing critical response in a well organized shape. Awareness of the literary feature was also recorded as a well prepared issue.

### The strength and weakness of candidates in the treatment of individual questions.

The majority of candidates appeared well prepared and analyzed their selected texts in a systematic fashion. Other candidates showed some weakness in the proper presentation of their question. In the treatment of the individual question, candidates appropriately demonstrated awareness of the significant themes employed in the text. Only few candidates missed the dominant ideas and, instead, they commented on some inappropriate issues. Candidates, generally speaking, showed more strength in the treatment of the short story

than in the poem. Some candidates also presented personal and logical commentaries in a persuasive manner and systematic fashion. Only few candidates came up with a rather poor and general commentary consisting mainly of an unsubstantiated generalization. Regarding the register issue, candidates also showed general weakness in the presentation of their works in a systematic fashion and an accurate form. Some scripts even appeared illegible due to the imperfect knowledge of the proper writing style.

### Recommendations and guidance for the teaching of future candidates.

In the teaching process of future candidates, teachers are reminded to concentrate on the analysis techniques of both texts of the paper; the short story and poem instead of one genre only. Candidates need to properly learn the appropriate method of the guided literary analysis in order to present a fashionable response. The concentration on the stylistic issue and the writing style is also needed for an apt and proper presentation of the selected work. The general weakness in the linguistic aspect including the sentence structure, terminology and the accurate usage of vocabulary is highly recommended for an appropriate response to the question. A work on grammar, syntax and the linguistic issues is also recommended for the teaching of future candidates.

### Higher level paper two

#### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 4	5 - 8	9 - 11	12 - 15	16 - 18	19 - 22	23 - 25

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

The crucial difficulty for the candidates appeared in the pertinent application of the appropriate discussion techniques and the precise method of writing. Some scripts were presented in an illegible form and it was quite hard to follow all the argumentation. They also found it difficult to treat the actual theme(s) and ideas implemented in the question. In addition, they found it difficult to differentiate between criterion A (knowledge and understanding) and criterion B (response to the question). Both criteria appeared the same for them which, as a result, affected the organization of their treatment of the selected topic. Other crucial difficulties appeared in the imperfect appreciation of the literary conventions of the genre. Some candidates totally overlooked this criterion without recognizing its effect on their total mark. The general weakness in the grammatical and linguistic aspects made it

difficult for some candidates to express themselves in an appropriate and logical style.

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

In their choice of questions, the majority of candidates preferred to select questions related to their schools' specialization. It looks as though they were influenced by their class teaching instructions and schools' choice of certain genres. They, undoubtedly, practiced, through their tutorials, how to comment on a certain topic as a literary genre included in the question paper. As they were ready for the selection and made their choice, they prepared, in advance, all the required and necessary literary elements and tools needed for their discussion. Details of the studied works were implemented in their treatment of topics as well as some relevant thoughts and personal views. They also responded to most of the main implications of the question with some comparison made of the discussed works. A few candidates succeeded in bringing forth some independent ideas which were presented in a logical manner and an ordered sequence.

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

The majority of candidates appeared ready for the discussion of the significant methods implemented in the question. But some candidates presented only a rather trivial argument by missing the crucial themes and keynotes. While a convincing treatment of the question was basically identified and students succinctly showed some personal views and independent thoughts, there was a lack of a perceptive recognition of the appropriate method of discussing the dominant issues as stated in the question. Candidates differed in their awareness of the appreciation of the literary conventions of the genre. While some candidates identified and presented examples of the literary conventions implemented in their discussed works in a rather effective manner, others paid only little attention to this criterion. This also applies to the proper writing techniques since students, generally speaking, appeared rather weak in the application of the accurate register, style and terminology. Their general weakness in the linguistic and grammatical issues also made it difficult for them to present their works in a well-shaped manner. In their ideas, students were well organized with suitable structure but some of them appeared weak in their practice of the proper organization and structure.

## Recommendations and guidance for the teaching of future candidates

Future candidates seemed to be in need to experience the proper method of writing. They are also expected to learn how to differentiate between both criteria; the knowledge and understanding of the question and their response to it. Their recognition of the significant themes and the crucial ideas of the question is also required to present a fashionable treatment of the question. The "in depth" comprehensive awareness of the appreciation of the literary conventions of the genre is acutely needed for the presentation of a pertinent answer. Furthermore, Teachers are reminded to concentrate, in their future class teaching, on the writing techniques, and on the organization and development of ideas. Since there is a

general weakness in the grammatical, syntactical, style and the appropriate use of terminology, school teachers are also asked to concentrate on these issues to enable their candidates achieve higher marks in their examination. They are also advised to discuss the criteria and descriptors of the IB with their students to draw their attention to all the essential requirements needed for the well shaped presentation of their discussion.

## Recommendations and guidance for the teaching of future candidates

Future candidates certainly need to learn the appropriate methods of writing and the proper techniques of a comparative essay. They are also recommended to avoid the descriptive manner in their treatment of selected topics. Teachers are advised to concentrate, in their future teaching process, on the linguistic and grammatical aspects in addition to the proper sentence construction. They are also reminded to draw their candidates' attention to the required descriptors of the IB which are needed for their proper writing, and not to discard the "appreciation of the literary conventions of the genre" in this paper.

## Standard level paper two

### Component grade boundaries

<b>Grade:</b>	1	2	3	4	5	6	7
<b>Mark range:</b>	0 - 3	4 - 7	8 - 10	11 - 14	15 - 17	18 - 21	22 - 25

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

The major difficulty for candidates appears in the pertinent application of the proper discussion techniques and the precise method of writing. Some scripts were presented in an illegible form which made them seem hard to follow all the discussed details. They also found it difficult to treat the actual theme(s) and ideas implemented in the question and, instead, they followed the method of writing about the reference details in a narrative form. In addition, they showed difficulty in their differentiation between criterion A (knowledge and understanding) and criterion B (response to the question). Both criteria appeared the same for them which, as a result, affected the organization of their treatment of the selected topic. Other crucial difficulties appeared in the imperfect appreciation of the literary conventions of the genre. Some candidates completely overlooked this criterion without recognizing its effect on their total mark. The general weakness in the grammatical and linguistic aspects made it difficult for some candidates to express themselves in an appropriate and logical style.

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

In their choice of questions, the majority of candidates preferred to select their questions based on their schools' specialization. Only few candidates chose questions which they thought were able to tackle them in a perfect manner. But, and most certainly, it looks as though they were influenced by their class teaching topics and schools' choice of certain genres. They, undoubtedly, practiced through their tutorials how to comment on a certain literary genre included in the question paper. As they were ready for their selections and made their choice which they prepared in advance, they succeeded in their effort to collect all the required and necessary literary elements and tools needed for their discussion. Details of the studied works were also implemented in their treated works as well as some relevant thoughts and personal views. They also responded to most of the main implications of the question with some comparison made of the discussed works. It was also registered that a few candidates succeeded in bringing forth some independent ideas which were presented in a logical manner and an ordered sequence.

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

Despite the majority of candidates were ready for their discussion of the significant methods implemented in the question, some candidates only presented a rather trivial argument by missing the crucial themes and keynotes. While a convincing treatment of the question was basically identified and the candidates succinctly showed some personal views and independent thoughts, there was a lack of a perceptive recognition of the appropriate method of discussing the dominant issues as stated in the question. They differed in their awareness of the appreciation of the literary conventions of the genre. While some candidates identified and presented examples of the literary conventions implemented in their discussed works in a rather effective manner, others showed only little attention to this criterion. This also applies to the proper writing techniques since students, generally speaking, appeared rather weak in the application of the accurate register, style and terminology. Their general weakness in the linguistic and grammatical issues also made it difficult for them to present their works in a well-shaped manner. In their ideas, students were well organized with suitable structure but some of them appeared weak in their practice of the proper organization and structure.

## Recommendations and guidance for the teaching of future candidates

Future candidates need to experience the proper method of writing. They are also expected to learn how to differentiate between both criteria; the knowledge and understanding of the question and their response to it. Their recognition of the significant themes and major ideas of the question is also required to present a standardized treatment of the question. The in depth comprehensive awareness of the appreciation of the literary conventions of the genre is extremely needed for the presentation of a pertinent answer. Furthermore, teachers are reminded to highly consider, in their future teaching process, the writing techniques, the organization and development of ideas and the appropriate application of register in addition

to the appreciation of literary features in this paper.

Since there is a general weakness in the grammatical, syntactical, stylistic and the appropriate use of terminology, teachers are also asked to concentrate on these issues to enable their candidates achieve higher marks in their examinations. They are also advised to discuss the criteria and descriptors of the IB with their students to draw their attention to the necessary requirements needed for a convincing essay.