

POLISH A1

Overall grade boundaries

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|--------------------|-------|--------|---------|---------|---------|
| Grade: | E | D | C | B | A |
| Mark range: | 0 - 7 | 8 - 15 | 16 - 22 | 23 - 28 | 29 - 36 |

General comments

Extended essays submitted for Polish A1 this year were very diverse in terms of their range, theme and overall quality, although there did seem to be a general improvement this session on the previous session. It was evident in some essays that candidates had not been appropriately supported by their supervisor; this support is essential. The help of supervisors is still needed in details such as the formal aspects of extended essays, including the use of referencing systems chosen by candidates during writing.

The range and suitability of the work submitted

In the May 2012 examination session, the majority of the Polish A1 extended essays were appropriate. A small number which referred to well-known literary works were heavily based on established opinion, and were not personal enough to access the highest marks. In most cases, the research questions were interesting, and valuable from the perspective of theory of literature.

Accuracy was a weakness for a number of candidates. Although illustrations were used appropriately, the lack of consistent order of referencing systems was seen in the essays. Where footnotes were erratic or missing, the candidates were not able to access the highest marks for that criterion.

Candidate performance against each criterion

Criterion A: research question

In almost all cases, there were no problems with this criterion.

Criterion B: introduction

In the majority of the cases, there were no problems with this criterion.

Criterion C: Investigation

There seemed to be a trend to limit sources to some websites. Although websites can be helpful, it is still too early to consider them as the most valuable source, and other sources

should also be considered. Secondary sources were limited or ignored in some extended essays.

Criterion D: knowledge and understanding

The best essays were based on primary texts but also used secondary sources to support the literary analysis.

Criterion E: reasoned argument

In numerous cases, this criterion could be better developed. The extended essays were sometimes not structured in such a way as to allow for an effective argument.

Criterion F: application of analytical and evaluative skills

There seems to have been an improvement in this criterion this session.

Criterion G: use of language

Quite a large number of punctuation, grammar and spelling errors were noted in the extended essays. Register and vocabulary were usually appropriate.

Criterion H: conclusion:

In the majority of the cases, there were no problems with this criterion.

Criterion I: formal presentation

Formal presentation was usually quite erratic, mainly because of the inconsistent use of referencing systems. Repetition was also frequent, and footnotes were presented in a disorganized manner. As noted above, for Criterion G, spelling or typographical errors of various kinds were quite common.

Criterion J: abstract

In almost all of the cases, there were no problems with this criterion this session. Indeed, it seems to be a strength of the extended essays this year in general.

Criterion K: holistic judgment

Where candidates have selected well-known works, the mark for this criterion was usually lower.

Recommendations for the supervision of future candidates

Supervisors must support the candidates throughout the various stages of working on the extended essays. Candidates must pay attention to all of the requirements for formal presentation, but particularly the consistent use of footnotes and references. Schools could

prepare their own scheme of footnotes, appendixes, bibliography etc. to demonstrate to candidates how to present their work properly.