

Russian B EE

Overall grade boundaries

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

Recommendations for IB procedures, instructions and forms

Supervisors should ensure that research areas are appropriate and focused, and that the terminology and language employed is that of suitable academic formality.

Candidate performance against each criterion

Criterion A: research question

Candidates are discouraged from choosing research questions and topics that are far too broad, such as the Soviet regime, Russian music or Russian literature as a whole. Similarly, those that are too focused do not give sufficient material to deal with in a 4000 word task. Candidates need assistance in achieving the balance in order to have sufficient focus. Candidates also need to ensure that they have their own opinion and argument on the topic in question, and that they are not reliant only on the thoughts and opinions of others.

Criterion B: introduction

Most introductions were effective and included all of the required elements.

Criterion C: investigation

The majority of candidates successfully balanced two approaches: they combined the information from primary and secondary sources with their own, individual views. These essays achieved the highest marks. Those who focused only on their personal views without substantiating their analysis from other sources, or who entirely relied on summarizing or citing the existing arguments of other researchers in an uncritical way generally lost points against this criterion.

Criterion D: knowledge and understanding of the topic studied

As clearly indicated in the subject guide, at this level, candidates are not expected to have a comprehensive knowledge of a topic. They are not expected to produce a university-level research task. The main aim of this exercise is to enable the candidates to demonstrate that

they have applied personal research within the relevant area of study. Thus, the choice of a relevant topic is very important, as it must encourage the candidates to find more information on their selected topic, and to digest it accordingly with personal interpretation.

Criterion E: reasoned argument

The majority of essays were well structured, although, in a few cases, candidates failed to produce a logical and coherent argument. Some ideas were repetitive, and appeared for the first time in the conclusion.

Criterion F: application of analytical and evaluative skills

Candidates are primarily expected to give a personal analysis and judgment on the topic studied. There were some descriptive essays, which were marked down against this criterion.

Criterion G: use of language appropriate to the subject:

The majority of candidates were able to express their ideas fluently, using appropriate register, terminology, and complex syntax and grammar constructions. But in some cases weaker candidates quoted or rephrased primary sources, without giving any references. Their essays looked very patchy with varying levels of proficiency. In such cases referencing is essential. A few candidates selected topics which appeared too complex to analyze, taking into consideration linguistic abilities of language B candidates. Candidates should also be discouraged from writing complex sentences, where they struggle to express their thoughts resulting in incoherence. In some cases it is apparent that candidates at times rely on automatic translation tool without sense-checking the final result, resulting in meaningless and absurd sentences.

Criterion H: conclusion

Some candidates failed to regard the conclusion as a summation of the essay and simply repeated the ideas already expressed in the text or in the introduction. The language also was repetitive; some candidates failed to find any synonyms or did not try to rephrase their previous arguments or express some conclusive ideas.

Criterion I: formal presentation

Compared with previous years, reasonable progress against this criterion has been noticed. Candidates followed the main requirements such as page numbering

Criterion J: abstract

The quality of the abstracts varied. Different schools used different Russian terms to express this part of the essay. The word 'абстракт' is not suitable for this reason. 'Резюме' or 'краткое содержание' or 'краткий обзор' would suit better. In a few works instances where certain elements were missing: e.g. the description of the investigation of the research question

Criterion K: holistic judgement

A number of essays where candidates were able to show the originality of the approach or argument reached the highest marks.

Recommendations for the supervision of future candidates

The teachers are recommended:

- To help candidates with the selection of the topic, which must correspond to the candidate's ability, should be of general interest to them, not too abstract, too broad or too narrow. It must be culturally connected to Russian issues and not, to global warming or general computerization problems, which are important but have no direct connection to the country.
- To guide candidates in using primary and secondary sources in a formal way: referencing, list of bibliography, quotations.
- To discourage candidates from summarizing used sources or retelling the plot of a play, a film or a novel, and to focus more on their analysis of this work.
- To advise candidates to reread and to proofread their essays in order to correct the errors.
- To pay a particular attention to the technique of writing the introduction and conclusion. The conclusion should not just repeat the ideas from the introduction or the body text; it should be a short summary of the essay in a whole.