

CHINESE A

Overall grade boundaries

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

The range and suitability of the work submitted

Most of the candidates demonstrated a clear understanding of the demand of the exercise and completed it in accordance with the regulations. Their choice of topics covered all the three categories listed and their achievement level was also varied. While a couple of essays received a high score, many essays were regarded only as mediocre in terms of their treatment of topics and their academic writing.

Candidate performance against each criterion

Criterion A: research question

There were quite a number of essays which failed to achieve a good mark on this criterion, as they either could not formulate the question clearly and specifically in the early part of the essay, or chose a topic which is not of literature in nature, and/or intellectually over demanding for them to handle.

Criterion B: introduction

The majority of the candidates demonstrated their awareness of the necessity to provide a reason for the selection of the topic and its possible academic worth, yet many of them failed to gain a good mark for this criterion as either they were incapable of giving a convincing summary in this regard or totally ignored the request.

Criterion C: investigation

As usual, most of the candidates were awarded a 3, as they collected relevant and sufficient sources according to their plan for the research. Their reference was however mainly to the primary sources. Some of them could not make efficient planning.

Criterion D: knowledge and understanding of the topic studied

Overall, candidates demonstrated a good knowledge of the literary text(s) and clear understanding of some related concepts. However, how to locate their study within the proper "academic context" still appeared to be beyond their capability in most cases.

Criterion E: reasoned argument

Many candidates demonstrated a good effort in putting their argument and supporting material in a progressive fashion, yet few of them were successful in organising their discussion around a central argument which has given it a clear and well-developed structure. Absence of true coherence was the main feature of these essays.

Criterion F: application of analytical and evaluative skills

In many essays, the candidates treated their material with care and gave a detailed investigation into it yet some of them tended to do it in a descriptive fashion which has made the discussion less effective than needed.

Criterion G: use of language appropriate to the subject:

Candidates in general showed a good command for communication, as they were able to choose an appropriate register for literary discussion.

Criterion H: conclusion

Most of the candidates successfully linked the conclusive remark to their previous discussion, and some of them were even able to present some new issues that were worth investigating in the future. Some weaker candidates however failed to do so; a few of them even either included new matters which were not discussed in the essay or did not provide a conclusion.

Criterion I: formal presentation

In most essays, the candidates met the official requests. One candidate however was given a penalty on this criterion as he or she failed to write the essay within the word limit.

Criterion J: abstract

Many candidates lost one or two marks on this criterion, as they either failed to include the required three elements, especially that of the conclusion.

Criterion K: holistic judgment

A large number of the essays were awarded a 2, primarily due to their choice of the research question which did not give them the enough room to display their intellectual insightfulness and creativity.

Recommendations for the supervision of future candidates

Schools should make sure that candidates understand well the aims and objectives of this exercise and pay close attention to each of the general rules of the Extended Essay.

Supervisors should give candidates advice on how to select the appropriate subject/topic and to formulate a manageable research question. Such a selection should present an opportunity for students to engage in an in-depth study of the topic, reflect their personal interest and allow them to display their personal insight into it.

Supervisors need to remind candidates of presenting their ideas in logical way. During the examination, they analyse, synthesize and evaluate the information gathered in relation to the question and display the qualities of critical thinking and personal engagement.