

Chinese A

Overall grade boundaries

Grade:	E	D	C	B	A
Mark range:	0-6	7-13	14-20	21-26	27-34

The range and suitability of the work submitted

The range and suitability of the work submitted is generally appropriate to the subject. Overall, the majority of essays explore contemporary novels and short stories (category 1).

The number of category 3 essays increases year after year, though the approaches tend to be similar, with the majority of students analysing advertisements.

Candidate performance against each criterion

Criterion A: focus and method

In terms of criterion A, most of the candidates presented their topic and research question on the title page, but some candidates did not seem to notice that the topic needs to be presented as a clear, focused summative statement of the research, while the research question must be framed as a question. Candidates should be aware of the importance of further illuminating the focus of the research in the introduction, as well as maintaining a focused discussion throughout the essay.

Criterion A also assesses the methodology of the research that has been carried out in the essay. The most common issue here is candidates demonstrated limited research skills, as it mainly reflected that many of them did not access or apply an appropriate range of relevant sources when they dealt with the topic or the research question.

Criterion B: knowledge and understanding

In most of the essays, there was an appropriate selection and application of primary sources, usually effectively used to support knowledge and understanding. Secondary sources are also essential for contributing to a strong performance under this criterion, which seemed to be ignored by many candidates.

The other area that candidates usually did not pay enough attention to is the usage of the terminology and concepts. No matter how much or how many of the terminologies and concepts has been used, the accuracy and effect are the important factors, as they demonstrate knowledge and understanding of their research in this subject area. In other words, these terminologies and concepts cannot only be mentioned in the essay, but the implementation of those need to be examined and illuminated concretely throughout the analysis.

Criterion C: critical thinking

Generally, candidates achieved good scores on this criterion. Firstly, they applied appropriate research materials as evidence to support their arguments; secondly, the argument that has been developed in the essay is relevant to the research question; thirdly, the discussion/evaluation has been made regarding the research question.

One of the most common problems that examiners have indicated is the lack of critical consciousness to the research materials in many essays. Candidates did not always provide logical analysis of the evidence presented before the conclusion.

The other obstacle is that it is hard to put forward one's own points of view. Therefore, it is a common occurrence that similar topics, research questions, analyses or points of view of similar literary work is seen time and again.

Unfortunately, there were a few essays that scored very low for this criterion due to the inappropriate topic/research questions. Usually, this was because the text selected was originally written in a different language.

Criterion D: presentation

In terms of fulfilling the current requirement of the layout, most of the candidates have clearly noticed that there are several changes compared to the previous assessment criteria, but there were a few candidates who did not follow the subject guide and made mistakes, such as still listing the personal and school information on the title page, or missing some important items like the page number, word count, type of category, etc. These kind of 'minor' mistakes make the study appear incomplete and rough.

The other main focus of this criterion is to assess the structure of the essay, which to most of the candidates should not be a problem, but one thing to note is that candidates need to consider how to use the background information of the work or the text to enhance the quality of their analysis, and the most important content that should be organized properly to form a strong argument.

Criterion E: engagement

This criterion is considered to be a new type of element that introduced to assess candidates' engagement from a variety of aspects of skills such as reflection, communication, decision making and intellectual initiative. Most of the candidates did well, but here are some reminders for candidates to be notified about:

- First, the language to be used in writing RPPF must be the same one that is used in the Extended Essay, so in short, it has to be written in Chinese for Chinese A EE.
- Second, 600 Chinese characters is the cumulative word count limit for all three reflections, there is not any specific requirement on the minimum or maximum word count for each reflection.
- Third, there are a number of items for candidates to reflect on, such as the value of the selected topic, the range and the content of the research material, the existing academic material, supervisor's suggestions, the progress of formulating a new idea, the adjustment to the structure of the essay, etc.
- Finally, candidates should try to distinguish the difference between descriptive and reflective content, and should avoid presenting their personal engagement as a descriptive journal.

Recommendations for the supervision of future candidates

Supervisors should guide candidates to fully understand the aims, the objectives and all the current requirements of this component.

Supervisors should always encourage candidates to take this opportunity to explore a new approach towards the work that they are interested in, instead of being fettered by those familiar and accepted viewpoints.

Supervisors should provide candidates with clear advice on the nature of each category of Extended Essay in Language A, and to guide candidates to form a topic which is sharply focused on literature/language.

Supervisors should help candidates strengthen their awareness of academic honesty by guiding them to apply proper manners and attitudes in terms of using and citing primary and secondary sources to support their arguments in their essay.

Supervisors should be familiar with their role and responsibilities in the supervisor-student working relationship, the details of which can be found in the EE guide.

Supervisors should be clear with the supervision process, especially the protocols for conducting, completing and submitting the RPPF (Reflections on planning and progress form). The information for this can be found in the EE guide.