

## Vietnamese A

### Overall grade boundaries

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

### The range and suitability of the work submitted

This year there was a wide variety of topics for the Extended Essay. There was a good range of topics focusing on category 1. Some good essays were presented for category 2 (comparison of a text original written in Vietnamese with another text not originally written in Vietnamese). Within the category 1 and 2 topics, most of the students chose to investigate works of modern authors such as Nguyen Nhat Anh, Nguyen Ngoc Tu, Nguyen Ngoc Hoai Nam, Bao Ninh, Nguyen Ngoc Tu, etc. There were some essays focusing on contemporary authors such as Duong Thuy, Ha Nhu Binh and Nguyen Mai Dung. Some students considered the works of classic authors such as Nguyen Du or Nam Cao.

In general, most essays submitted were appropriate and were within the range and suitability of the demands and expectations of the EE. Most of candidates came up with very interesting and creative topics, which are a pleasure to read. Those essays investigated different perspectives of the literary works, and made them different to essays dealing with more traditional approaches. The quality of most essays and accompanying supervisory comments suggest generally consistent supervision. However, there were still some essays struggling with the formulation of an adequately focused.

### Candidate performance against each criterion

#### Criterion A: research question

There was great improvement in formulating the research question this year. Most of the research questions were written in the format of a question, which led to the sustained focused throughout the essay. A number of students were able to choose a manageable and well-defined research question, though some struggled with either too broad or too narrow a topic, which led to a weaker essay. Research questions comparing literary works spanning more than a century were too broad, while comparing two short stories/poems was insufficient. Some research questions were not strong enough to encourage analytical or

interrogative treatment of the works but ended up narrating the main events of what happened in those stories.

#### Criterion B: introduction

Some essays were biographical or summaries of the work and as such the introductions were not effective. A good introduction should mention the context of the research question and clearly explains the significance of the topic and why it is worthy of investigation.

#### Criterion C: investigation

This criterion assesses the extent to which the investigation is planned and an appropriate range of sources have been consulted, or data has been gathered, that is relevant to the research question. Most of the essays presented an appropriate range of resources and data in the bibliography. However, this was not clearly presented in the essay itself. Sometimes, the content of the essay showed very little planned investigation in its body, which led to low scores for this criterion.

#### Criterion D: knowledge and understanding of the topic studied

Due to issues associated with broad research questions, a lot of essays could not provide a deep, detailed or comprehensive knowledge and understanding of the topic studied but just showed an adequate understanding. Again, having a well-defined and sharply focused research question seems helps students attain higher marks for this criterion to a higher level of achievement.

#### Criterion E: reasoned argument

This criterion assesses how students use the material collected to present ideas in a logical and coherent manner, and develop a reasoned argument in relation to the research question. However, it seems to be poorly treated by a lot of candidates. Some essays tried to include too many points without focusing on the research question. A lot of students lacked reference to primary or secondary resources as evidence to support their points.

#### Criterion F: application of analytical and evaluative skills

Most of the essays were written in analytical and critical tone. Only few essays lent themselves to character description or plot summary.

#### Criterion G: use of language appropriate to the subject:

Language used was smooth, appropriate and varied with skill and understanding.

#### Criterion H: conclusion

Many essays chose to conclude in a traditional way a summary of the main points from the body of the essay. Only a few essays gave thoughtful ideas about unresolved questions or probed a new synthesis.

### Criterion I: formal presentation

This year sees a great improvement against this criterion. Most students were aware of how to structure their essay following a standard format with sub-titles and citations. A few essays did not have references which can be seen as academic dishonesty.

### Criterion J: abstract

This criterion was still poorly understood. Only a few students could write a proper abstract that included the three elements: the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay. Some students treated it as a personal understanding of the work, which did not help with achieving the maximum score for this criterion.

### Criterion K: holistic judgement

Very few students scored a 3 or 4 for this criterion, which was rewarded for intellectual initiative, depth of understanding and insight.

## Recommendations for the supervision of future candidates

Teachers have an important role in affecting students' work. It is therefore essential for teachers to read the Extended Essay Guide and Teacher Support Materials carefully to steer students to the right direction. It is disappointing to see a strong student making mistakes that could have been fixed by following the guidelines or assessment criteria. Students should be taught how to come up with a well-defined manageable research topic because its impact is seen throughout many criteria. Samples of good essays should be introduced to students, especially how an abstract or introduction are written to avoid writing about students' personal feelings and reasons why they chose the topic. Teachers should be aware of the standard referencing format and highlight the importance of using a referencing system consistently, to students.

Finally, supervisors should write their comments/reports in Vietnamese to avoid ambiguity in expression and to ensure it can be taken into consideration by the examiner.