

## CHINESE B

### 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

### Recommendations for IB procedures, instructions and forms

#### The range and suitability of the work submitted

All the EEs submitted met the general requirements for Extended Essay for Group 2 in terms of range and suitability.

As in the past years, the topics were all appropriately chosen. All of the 3 categories were covered, with Society and Culture being the most popular as usual. It was nice to see examples of excellent topics, with many being very interesting and innovative. The candidates of those schools were especially good at choosing topics related to social issues and Chinese culture. I believe it was because the students have a close contact with the culture in their living environment and that teachers with rich experiences gave excellent guidance.

Some of the topics such as simplified characters and Internet language have been chosen numerous times over the past years. Therefore, it can be hard for the candidates to demonstrate much creativity. Such essays seemed to be rather rigid in the content and structure, with most of them just repeating the same information from other sources. Supervisors should remind students who choose these topics that they should avoid repeating the views of others, and try to adopt a new angle or do some fieldwork or online surveys so that they can show creativity and achieve higher marks.

#### Candidate performance against each criterion

All the EEs received met the general requirements as outlined by IB. The candidates did very well in focusing their research questions. There were some cases in which the final drafts of the essay were not checked carefully. One of the essays did not seem to be the final draft

because there were other people's comments written on the essay. Supervisors are reminded that this is external assessment, and marked drafts and predicted grades and marks should not be submitted. A clean version of the EE should be submitted for marking.

### Criterion A: research question

Most candidates stated the research question explicitly and stayed focused throughout the essay. They generally concentrated the discussion around their research question. However, sometimes they got confused about where to state the research question in the Abstract or Introduction.

### Criterion B: introduction

Every year we have some candidates who seemed to be confused about the distinction between Introduction and Abstract. They included similar content in both of them. Sometimes the Introduction was too short with only a few sentences neither explaining the background nor the significance of the investigation. The candidates seemed to have more difficulty in writing the Introduction than the Abstract.

### Criterion C: investigation

Almost all the candidates did a great deal of research and gathered enough information for their topics. However, many of them limited their research to reading online materials. Such essays tend to be merely a summary of the information gathered, or other people's opinions, which sometimes can be biased or one-sided.

In contrast to this, those candidates who chose topics related to society and culture tended to venture into surveys or interviews. Through these surveys and analysis of the results, some demonstrated excellent independent and critical thinking skills and were likely to be awarded high marks.

Some wonderful essays provided the necessary information about the surveys or interviews, including the information about the subjects (e.g. the number of people, age or background of people), method, the questionnaire content and so on. They are often accompanied by beautifully designed graphics. It was a pity that some candidates did not provide enough information about their survey, which affected the credibility of their investigation. In a few cases, the sources of reference were only limited to one or two webpages such as Baidu or Wikipedia, or English resources only. This can often lead to limited or biased viewpoints.

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

Although all the candidates managed to gather relevant information, the degree of understanding of the topics varied.

There were quite a few outstanding essays this year. One example was a paper about the nationalism and patriotism shown in some Chinese Gongfu movies. It was amazing to see that a high school student could have such strong critical and logical thinking abilities and in-depth analytical skill.

### Criterion E: reasoned argument

Some candidates seemed to be rather weak in logical thinking and organization of ideas, especially paragraphing. Supervisors should provide training in this aspect.

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

This criterion is often related to criterion D: knowledge and understanding. If the candidates lack depth of understanding of the topics under discussion, they tend to be weak in the analysis and evaluation, too.

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

The language level of many candidates almost reached perfection. Some candidates, however, had to depend on translation tools, which resulted in sentence structures looking like English and rather hard to understand. If the language level is limited, the score of the whole essay could be affected, as it can render the argument incoherent.

### Criterion H: conclusion

Most candidates generally write a summary in the Conclusion. Not many of them could reach a powerful and insightful conclusion. Many students did not provide any personal viewpoint until they came to this last part of the essay. The previous parts were just repeating other people's research result.

### Criterion I: formal presentation

Almost all the candidates did quite well in this criterion, and they generally met the IB requirements. However, some of the candidates had notes or footnotes in the essay when they quoted others, but did not include the sources in the Bibliography.

### Criterion J: abstract

There were a few cases in which the EEs did not contain an Abstract or Introduction. Supervisors should remind the students of these requirements. Some candidates wrote the research question in the form of a question on the cover page, but did not mention or expand upon it, in the Abstract.

### Criterion K: holistic judgement

This criterion, often related to criteria D and F, is judging the students' creativity, intellectual initiative, deep understanding and insightfulness. If the candidates scored high in those two categories, they tended to be awarded highly for this category, too, especially those who conducted surveys or interviews and did excellent analyses of the results.

## Recommendations for the supervision of future candidates

EE is a big challenge for pre-university students. It was very encouraging to see so many excellent papers that were almost perfect both intellectually and linguistically. This would be impossible without the valuable guidance of the supervisors.