



# English B

## Extended Essay Outline

OFS: **2014/5 Session**

# EE Overview

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- The extended essay is an **in-depth study** of a **focused topic**.
- It is intended to promote **high-level research and writing skills, intellectual discovery and creativity**.
- It provides students with an opportunity to engage in **personal research in a topic of their own choice**, under the guidance of a supervisor.
- This leads to a major piece of **formally presented, structured writing**, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

# Aims Of Extended Essay

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**The aims of the extended essay are to provide students with the opportunity to:**

1. pursue independent research on a focused topic
2. develop research and communication skills
3. develop the skills of creative and critical thinking
4. engage in a systematic process of research appropriate to the subject
5. experience the excitement of intellectual discovery.

# English B Extended Essay

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A group 2 extended essay is intended for students who are studying a second modern language. **Students may not write a group 2 extended essay in a language that they are offering as a language A for their diploma.**

There are 3 categories of group 2 extended essays:

Category 1 — Language

Category 2 — Culture and society (a or b)

Category 3 — Literature.

# Research Options

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- A group 2 extended essay provides students with the opportunity to develop **their awareness and knowledge of the language studied**, and **their understanding of the culture concerned**.
- This is achieved by enabling students to pursue their interest in the language through research based on:
  1. **texts** (taken to be any meaningful piece of spoken or written language, for example, an article, a book, a play, a poem)
  2. **or on specific cultural artifacts** (such as works of fine art or architecture, films, radio or television programmes, or popular music).

# Research **Focus**

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- The extended essay is a **research essay** and the assessment criteria emphasize the importance of research skills rather than linguistic proficiency.
- Although a certain level of ability in the language is obviously desirable in order to undertake a group 2 extended essay, **fluency is neither a prerequisite nor a guarantee of success.**
- In fact, students who are fluent in the language **but who do not demonstrate the required research skills will definitely achieve a lower mark than students who are less fluent but who fulfill the other assessment criteria.**

# Choice of Topic

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- A group 2 extended essay aims to develop students' knowledge and understanding of the target language and culture.
- **Any proposed topic that will not further that aim will be rejected.**
- The essay should consist of the study of an issue in one of three categories: language, culture and society, or literature. Combinations of these are also permissible.
- Students should ensure that their topic:

1. **Is worthy of investigation.** For example, “Does tourism have a future in Switzerland?” or “Is the wine industry an important source of income for France?” would be too trivial for an essay of 4,000 words.
2. **Is not too broad** and allows for an effective treatment within the word limit. Topics such as “Racism in France”, “The theatre of the absurd”, or “A history of the French language” would need to be given a sharper focus.
3. **Provides you with an opportunity to develop an argument and to demonstrate critical analysis and personal judgment rather than just knowledge.** Topics that are merely descriptive or narrative, or that only summarize secondary sources (such as “French cheeses”, “The Provence region”, “The events of May 1968 in Paris”), should be avoided.



# Category 1: language

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The essay should be a specific analysis of the language (**its use, structure and so on**) normally related to its cultural context or a specific text.

1. Cockney rhyming slang- **RQ** - *Do teenagers use more slang in everyday speech than adults in England?*
2. \*Australian Idioms- **RQ**: *What impact does idiomatic language have on the development of Australian themes in Patricia Wrightson's children stories?*
3. \*American Dialects- **RQ**: *How does Zora Neale Hurston's use of African American dialect aid characterization in the novel Their Eyes Were Watching God?*

\* Options 2 and 3 combine category 1 and 3

## **Category 2: culture and society**

**A:** essays of a sociocultural nature with an impact on the language

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**The essay should be an analysis of a cultural nature that describes the impact of a particular issue on the form or use of the language.**

**Language and Feminism - RQ: *Should feminine forms of more job titles be created in English to reflect shifting gender roles?***

**Language and discrimination - RQ: *To what extent does the language used by native students from a secondary school in Wikwemikong native reserve in Canada reflect racial discrimination?***

## **Category 2: culture and society**

**B:** essays of a general cultural nature based on

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- **The essay should be an analysis of a more general cultural nature but specific to a country or community where the language is spoken.**
- **Topics that are too broad and could apply to many cultures (like globalization, the death penalty or eating disorders) are inappropriate.**
- Essays of a general cultural nature must be based on specific cultural artifacts. Cultural artifacts in this context are understood to include a wide variety of phenomena, ranging from:
  1. works of fine art
  2. to newspapers,
  3. magazines and cartoons,
  4. to films,
  5. television programmes
  6. and popular music.

## Category 2 B Example Topics

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1. **Social criticism in the songs of Eminem - RQ: *What is the nature of Eminem's rap critique of modern American society?***
2. **Adverts in the New Zealand media - RQ: *How is traditional Mauri culture portrayed in advertisements targeting mainstream audiences in New Zealand?***
3. **Representation of middle aged women in American sitcoms - RQ: *What roles do middle aged women play in the three most popular American sitcoms of 2013/14?***

## Category 3: literature

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The essay should be an analysis of a literary type, based on a specific work or works of literature **exclusively from the target language**.

In the case of a comparison of texts, all texts must originally have been written in the target language.

1. **Dance in Jane Austen's novels** **RQ: *What are the role and the significance of dance in Pride and Prejudice and Emma?***
2. **The use of structure in Speak by Laurie H Anderson** **RQ: *How does the author use structural devices to mirror the stages of recovery in a victim of PTSD?***

# Goal of the English B EE

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- **The student should demonstrate an understanding of the issues raised by the research question and offer an objective, balanced analysis of these issues.**
- The essay must be presented as a coherent argument, supported by relevant examples. **Essays that are simply descriptive are unlikely to achieve a high mark.**
- In the case of an essay of a general cultural nature, **the student should focus on, and research, what makes the topic specific and unique to the country or countries concerned.** The student may draw relevant comparisons with another culture, if appropriate. **However, it is essential that the focus remains on the culture of the language concerned.** The purpose of comparisons is to shed light on the specific cultural issues raised by the research question of the essay.
- Students may choose to analyze texts in a detailed literary fashion, or they may use literary texts as a means of exploring the target language or its culture and society.

# Proposal Outline

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- **Intended area of Focus:** Choose from one of the English B categories
- **Focus Outline:** Write a short paragraph outlining specific details relevant to your intended area of focus. The more specific detail, the easier it will be for you to focus your research.
- **Research Focus:** Identify two specific research areas for this area of focus and explain why you think these areas are relevant areas of study in English B.
- Include a **potential a research question** addressing each focus area.
  1. **Research focus**
  2. **Justification.** Why/How is this focus relevant to English B?
  3. Potential research question: **Write a question about this area of focus. This is the question you will answer through your research and develop in your extended essay.**

Please approach your  
potential supervisors  
with a completed **essay**  
**proposal** and **sample**  
**research questions** as  
soon as possible.