

## Choice of topic

The EE may relate to work students have already completed during the course, but they must also demonstrate relevant wider reading and individual study.

It is the responsibility of the student to ensure that the topic of their EE does not overlap with any other work they are preparing for assessment in language A—for example, the written assignment in the literature course, or the written task in the language and literature course. Students risk their diploma if academic misconduct is detected.

### **Clarification on the use of non-fiction in a Language A EE:**

Works of fiction and non-fiction can be considered as part of literary investigations provided that the works in question are of literary merit. Candidates should ensure that the work that they wish to investigate has a body of established literary criticism before deciding that the work is worthy of investigation. The availability of secondary sources to support arguments is vital to fulfilling criterion C (Critical thinking).

## Categories 1 and 2—literature

1. Studies of one or more literary works originally written in the language in which the essay is presented.
2. Studies of a literary work or works originally written in the language of the essay compared with one or more literary works originally written in another language. (The work originally written in another language may be studied in translation.)

Through the work they have already undertaken, students may have developed an interest they wish to pursue further, for example:

- a particular genre of writing
- a particular author
- a philosophical, political or social question addressed by a literary work.

## Categories 1 and 2—appropriate texts

Students can choose literary works from any source, including the IB Diploma Programme prescribed list of authors.

Crucially, students' chosen text(s) should be of sufficient literary merit to sustain in-depth analysis.

## Categories 1 and 2—examples of topics

These examples are just for guidance. Students must ensure their choice of topic is focused (left-hand column) rather than broad (right-hand column).

## Examples of topics—category 1

✓	✗
Focused topics	Broad topics
The portrayal of marriages as imperfect in <i>Middlemarch</i> by George Eliot	Marriage in the novels of George Eliot
The use of comic characters to explore serious issues in Shakespeare's <i>Measure for Measure</i> and <i>King Lear</i>	Comedy in Shakespeare's plays
The role of autobiographical techniques and their effects on the reader in <i>Cómo me hice monja</i> by César Aira	Autobiographical details in <i>Cómo me hice monja</i>

## Examples of topics—category 2

✓	✗
Focused topics	Broad topics
The importance of satire in the travels of the main characters in <i>Huckleberry Finn</i> and <i>Candide</i>	A comparison of the main characters in <i>Huckleberry Finn</i> and <i>Candide</i>
The treatment of the theme of love in a selection of Shakespeare's sonnets and <i>Veinte poemas de amor y una canción desesperada</i> by Pablo Neruda	A comparison of Shakespeare's sonnets and <i>Veinte poemas de amor y una canción desesperada</i> by Pablo Neruda

## Category 3

Studies in language based on one or more texts originally produced in the language in which the essay is presented.

A category 3 EE emphasizes the production and reception of texts in social, historical and/or cultural contexts. Essays that simply offer a general overview of a topic are not appropriate.

### Category 3—appropriate texts

For the purpose of a category 3 language EE, "texts" include the widest range of oral, written and visual materials present in society:

- single and multiple images with or without written text
- literary written texts and text extracts
- media texts, eg advertising campaigns; films, radio and television programmes and their scripts
- electronic texts that share aspects of a number of media texts, eg video-sharing websites, web pages, SMS messages, blogs, wikis and tweets
- oral texts, eg readings, speeches, broadcasts and transcripts of recorded conversation.

When writing the essay, students must bear in mind that any narrative and/or descriptive material included should be directly relevant to the critical analysis. A summary of the student's reading is not sufficient.

Where relevant to the topic, students may compare and contrast different languages and cultures. However, the essay's main focus should be the language and culture(s) of the language in which the student is writing.

### Category 3—examples of topics

These examples are just for guidance. Students must ensure their choice of topic is focused (left-hand column) rather than broad (right-hand column).

 Focused topics	 Broad topics
The use of language and image by UK fashion and beauty magazines <i>Cosmopolitan</i> , <i>Glamour</i> and <i>Look</i> to construct a particular body image for women	The influence of the media in shaping the view of female beauty
The use of language and other persuasive techniques to confront the ideology of the United States by Malcolm X and other civil rights activists	Successful political campaigns
The use of humour by Kehlman in <i>Measuring the World</i> to bridge the distance between the present day reader and his historic subject matter	Humour in <i>Measuring the World</i>
The use of different reporting methods by various newspapers to cover Argentine protest marches	Argentine protest marches