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EXTENDED ESSAY

THE DP CORE ENCOURAGES GROWTH OF EACH OF THE IB LEARNER PROFILE ATTRIBUTES

The Extended Essay (EE) is the culminating project of the Diploma Programme (DP) of the International Baccalaureate (IB).

The EE is a 4,000 word academic report based on independent research by 11th and 12th grade students completed over 1 year.



ALONG WITH THE EE, THE DP CORE IS MADE UP OF THEORY OF KNOWLEDGE (TOK) AND CREATIVITY, ACTION AND SERVICE (CAS)



SUCCESSFUL COMPLETION OF ALL THREE IS A REQUIREMENT FOR THE AWARDING OF THE IB DIPLOMA

Like the Personal Project (PP) in the MYP, students completing the EE are assigned a Teacher Supervisor.

However, the students are required to work more independently than in the PP and are required to meet with their Supervisor only 3 times.

This more closely matches the experience of University where students may not be as closely supported as they are at NISC

The Extended Essay continues building the **Self-Regulated Learning Skills** introduced during the Personal Project

Self-Regulated Learning is....

Active and constructive process that makes learners responsible for their own learning.

This includes goal setting, using effective strategies to organize, learning and monitoring their own performance, self-awareness, motivation and holding positive beliefs about their own capabilities.

It is within this framework that students have to complete both the **Personal Project and the Extended Essay**

Source:

<https://www.ibo.org/contentassets/477a9bccb5794081a7bb8dd0ec5a4d17/elanimcdonald-tobeortoinspire.pdf>

The Extended Essay builds skills necessary for **University Level Independent Learning**

The Personal Project is a student-centred, age- appropriate project that helps students construct their own conceptual understandings.

The Extended Essay encourages students to develop the skills of **independent research** that will be expected at university, by investigating a topic of special interest that they have chosen themselves.

Some of the Research Questions (RQs) completed this year at NISC include...

History: Was Stalin's charismatic leadership or use of force more important in his maintenance of power between 1929-1953?

Visual Arts: To what extent have techniques from photographic film-making influenced Naoko Yamada's portrayal of character emotion in animation?

Music: How does Hans Zimmer use different compositional techniques to create tension in Interstellar, as exemplified in 'Mountains' and 'No Time for Caution'?

Business Management: To what extent will IKEA meet their sustainability objectives by 2030?

Other Research Questions (RQs) completed this year at NISC include...

Mathematics: How are waves represented using the Fourier Transformation?

Physics: How does different temperatures of a viscous fluid affect its flow rate.

Khmer:

តើលោកវិមគីនបានប្រើវិធីនិពន្ធ
អ្វីខ្លះនៅក្នុងរឿងសុជាតមកន្លះបញ្ចាំងពីស្នេហារវាងតួអង្គ?

Chinese: 通过作者李碧华在《霸王别姬》中人物的塑造，探究主人公“程蝶衣”在不同时代下的命运。

Korean: ‘인물의 욕망’은 사회비판이라는 주제를 드러내기 위해 어떻게 사용되었는가?

IBDP graduates appreciate the EE experience

More than 72% of respondents either 'agreed' or 'strongly agreed' that the Extended Essay was 'an academically significant part' of their DP experience.

- Some learned “how to commit to a long-lasting research project, and reaping the benefits came in the form of knowing that “my research papers have been much better than they would have been otherwise”.
- Students valued learning how to “elaborate on topics thoughtfully and articulately”, and “hone skills in analysis and synthesis”, while also appreciating the opportunity to find out “how to cite sources and write references in the correct academic style”.
- For some, the extended essay “sparked an ongoing passion for research”, but perhaps the most poignant remark shared was one student’s reflection that researching and writing the extended essay had revealed ‘that I am capable of more than I had ever imagined’.