

# EXTENDED ESSAY HANDBOOK

Sangam School of Excellence



## ***SSE MISSION STATEMENT***

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SSE aims to develop in children the knowledge and skills to enable them achieve their career goals and become caring and open minded leaders who think global and act local.

Education at Sangam is a relentless quest for excellence, for the fullest possible development of a student's personality and potential viz. academic, spiritual, moral, social and physical- are the key endeavours.

Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents. Through the School's programs and activities, the children will learn to respect all cultures and communities, preparing them to become a part of our increasingly multi-cultural world.

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## ***IB MISSION STATEMENT***

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The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## The IB Requirement



1. Extended essay is an IB Diploma requirement and placed in the core of the curriculum model.
2. IB Diploma Programme students are required to undertake an original research and write an extended essay of 4,000 words.
3. The essay offers the student an opportunity to investigate a topic of his/her special interest and to become acquainted with the kind of independent research and writing skills expected at the university level.
4. The IBO recommends that a student should devote a total of about 40 hours of private study and writing time to the essay.

## **Introduction**

The extended essay is an in-depth study of a focused topic chosen from the approved Diploma Programme subjects:

- |            |                               |  |
|------------|-------------------------------|--|
| 1. Group 1 | Language A Literature courses | Hindi, English & Spanish   |
| 2. Group 2 | Language B                    | Hindi, English, French & Spanish   |
| 3. Group 3 | Individuals and societies     | Economics, Business<br>&Management, History  |
| 4. Group 4 | Experimental Sciences         | Physics, Chemistry, Biology,<br>Computer Sciences, Sports<br>Exercise and physical Science and<br>Environmental Systems and<br>societies |
| 5. Group 5 | Mathematics                   | Math (HL) and Math Studies (SL)  |
| 6. Group 6 | Arts                          | Visual Arts  |

The Extended Essay intends to promote high-level research and writing skills, intellectual discovery and creativity. The study provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school).

## IB EXTENDED ESSAY

<u>IB EXTENDED ESSAY</u>			
	<b>Roles and Responsibilities</b>		
	<b>EE Co-ordinator</b>	<b>Supervisor</b>	<b>Student</b>
<b>GENERAL</b>	<ul style="list-style-type: none"> <li>• Provide appropriate training to supervisors and ensure that supervisors are familiar with the concept of Academic honesty.</li> <li>• Set internal submission dates (deadlines) for the stages of producing the extended essay.</li> <li>• Provide supervisors and students with the general and subject-specific information, and guidelines.</li> <li>• Provide supervisors with recent extended essay subject reports</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the student with advice and guidance in the skills of undertaking research.</li> <li>• Encourage and support the student throughout the research and writing of the extended essay.</li> <li>• Should be familiar with the regulations governing the extended essay and the assessment criteria, and gives copies of these to the student</li> <li>• Read recent extended essay reports for the subject.</li> <li>• Spends between three and five hours with each student during the EE writing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the regulations relating to the extended essay</li> <li>• Read previous essays to identify strengths and possible pitfalls</li> <li>• Plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems</li> <li>• Start work early</li> <li>• Meet all deadlines for interviews and submission of written work.</li> <li>• Ask for guidance &amp; inform supervisor if any difficulties arise.</li> <li>• Read the assessment criteria repeatedly during the process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain to students the importance of the extended essay in the overall context of the Diploma Programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for meetings &amp; bring relevant material.</li> <li>• Be present and ready for consultation in case a</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for orientation &amp; bring relevant material.</li> <li>• Should compulsorily be present and ask doubts. (if</li> </ul>

<b>ORIENTATION</b>	<ul style="list-style-type: none"> <li>• Introduce and guide the candidates through the procedures and practices they (supervisors and students) have to undertake for the successful completion of EE.</li> <li>• Introduce the supervisors to the candidates.</li> <li>• Ensure students are aware of the expectation that this will constitute 40 hours work and that a poor essay or plagiarism may result in failure to achieve the diploma.</li> </ul>	doubt crops up.	any)
<b>SUBJECT CHOICE</b>	<ul style="list-style-type: none"> <li>• Ensures that students determine the subject for their extended essay from the approved extended essay list (in the Handbook of Procedures) before choosing the topic.</li> <li>• Offer guidance on the choices available to candidates and inform them of the type of school support.</li> <li>• Guide them in regard to the old sample essays where available.</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for consultation.</li> <li>• Guide candidates on why/ why not should they choose any subjects.</li> <li>• Have a questionnaire (FAQs) for a ready reference (so as to deal with common doubts and clarifications).</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange and keep appointments with supervisor.</li> <li>• Meet and discuss with the subject supervisors about the choice of a subject.</li> <li>• Have reasoned arguments in support of any choice.</li> </ul>

<p><b>TOPIC CHOICE</b></p>	<ul style="list-style-type: none"> <li>• Provide topic criteria &amp; sample essays if available.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer guidance in relation to topic criteria and shaping the research question, indicate key authors / material and offer advice on structuring the essay.</li> <li>• Have a form (FORM-1- with subject and title/ topic mentioned) filled and signed by the candidate.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a topic that fits into one of the subjects on the approved extended essay list (in the Handbook of Procedures).</li> <li>• Plan how, when and where they will find material for their essay</li> </ul>
<p><b>Research Question FORMULATION STAGE</b></p>	<ul style="list-style-type: none"> <li>• Suggest strategies to help student if difficulties arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Help to formulate a well-defined and focussed research question (neither too broad nor too narrow).</li> <li>• Ensures that the chosen research question satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.</li> <li>• Suggest strategies to help student if difficulties arise.</li> <li>• Have FORM-2, with subject and title/ topic and RQ mentioned, filled and signed by the candidate.</li> </ul>	<ul style="list-style-type: none"> <li>• Think over all aspects of framing a well focussed R.Q.</li> <li>• Construct an argument that relates to the research question.</li> <li>• Spend time working out the research question and a structure for the essay. (imagine the finished essay)</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure adherence to deadlines; take action if student is falling behind schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and comments on the first draft only of the extended essay (but does not edit the draft).</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear structure for the essay itself before beginning to write</li> <li>• Pace the work so that work</li> </ul>

<p><b>DURING THE WRITING STAGE</b></p>	<ul style="list-style-type: none"> <li>• Arrange a session with the school librarian on research techniques and a visit to a research library.</li> <li>• Provide the IB Document <u>Effective Citing and Referencing from IBIS</u></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the student’s work (may even ask for rough notes and drafts) so that it can be affirmed that it is their own work.</li> <li>• Advise students on how to access appropriate resources (such as people, a library, a laboratory)</li> <li>• Arrange lab time if needed, help with planning fieldwork or research trips.</li> <li>• Guide students in terms of Techniques of information- /evidence- /data-gathering and analysis</li> <li>• Provide the IB Document <u>Effective Citing and Referencing from IBIS</u></li> <li>• Read written submissions and return promptly with advice.</li> </ul>	<p>is ongoing between meetings and you are not overburdened when other deadlines occur, e.g. subject coursework.</p> <ul style="list-style-type: none"> <li>• Be honest with the supervisor about progress; communicate regularly and show the supervisor notes at regular intervals.</li> <li>• Anticipate any practical needs &amp; liaise with supervisor, eg for lab time, or to plan fieldwork, visit</li> <li>• Acknowledge all sources of information and ideas in an approved academic manner.</li> <li>• Refer to IB Document <u>Effective Citing and Referencing from IBIS</u></li> <li>• Use the library and consult librarians for advice</li> <li>• Record sources as their research progresses (rather than trying to reconstruct a list at the end)</li> <li>• Write an abstract</li> </ul>
	<ul style="list-style-type: none"> <li>• Make arrangements for the internal moderation (taking help from other teachers teaching the same subjects).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a viva voce - final interview &amp; sign the declaration on the essay cover sheet.</li> <li>• Writes a report and presents it to the school’s</li> </ul>	<ul style="list-style-type: none"> <li>• Check and proofread the final version carefully</li> <li>• Make sure that all basic requirements are met (Use a checklist to measure the work completion).</li> </ul>

<p><b>FINAL SUBMISSION</b></p> <p><b>STAGE</b></p>		<p>Diploma Programme coordinator if malpractice, such as plagiarism, is suspected in the final draft.</p> <ul style="list-style-type: none"> <li>• Monitor the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and read the final version to confirm its authenticity by signing the cover sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Do the mapping of essay against the criteria (to go exactly word by word and find justifications to satisfy/fulfil the criteria).</li> <li>• Submit it in time so that there is time to manage crisis if any.</li> <li>• Sign the cover page.</li> </ul>
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## **RESEARCH QUESTION**

1. Students should not work with a research question that is too broad or too vague, too narrow, too difficult or inappropriate.
2. A good research question is one that asks something worth asking and that is answerable within 40 hours/4,000 words.
3. It should be clear what would count as evidence in relation to the question, and it must be possible to acquire such evidence in the course of the investigation.
4. If a student does not know what evidence is needed, or cannot collect such evidence, it will not be possible to answer the research question.

**Advice to Students from Examiners** (Examiners' reports frequently emphasize the following positive steps.)

## **RECOMMENDED: THINGS TO DO**

### **Before starting work on the extended essay, students should:**

- Read the assessment criteria
- Read previous essays to identify strengths and possible pitfalls
- Spend time working out the research question (imagine the finished essay)
- Work out a structure for the essay.

### **During the research process, and while writing the essay, students should:**

- Start work early and stick to deadlines
- Maintain a good working relationship with their supervisor
- Construct an argument that relates to the research question
- Use the library and consult librarians for advice
- Record sources as they go along (rather than trying to reconstruct a list at the end)
- Choose a new topic and a research question that **can** be answered if there is a problem with the original topic
- Use the appropriate language for the subject
- Let their interest and enthusiasm show.

### **After completing the essay, students should:**

- Write the abstract
- Check and proofread the final version carefully.

**RECOMMENDED: THINGS NOT TO DO** (Examiners' reports also mention these things to be avoided at all costs.)

**Students should not:**

- Forget to analyse the research question
- Ignore the assessment criteria
- Collect material that is irrelevant to the research question
- Use the internet uncritically
- Plagiarize
- Merely describe or report (evidence must be **used** to support the argument)
- Repeat the introduction in the conclusion
- Forget to cite sources used.
- Cite sources that are not used.

**One further piece of advice is as follows:**

The better background a student has in the subject, the better the chance he or she has of writing a good extended essay. If a student chooses to write the extended essay in a subject that is not being studied as part of the Diploma Program, it may lead to lack of reading materials which often poses bigger challenges.

**ORGANIZING THE ESSAY**

1. Title page
2. Abstract
3. Contents page
4. Introduction
5. Body (development / methods / results)
6. Conclusion
7. References and bibliography
8. Appendices

## **THE LENGTH OF THE EXTENDED ESSAY**

The upper limit is 4,000 words for all extended essays.

### **This upper limit includes:**

- the introduction,
- the body,
- the conclusion and
- any quotations,

### **but it does not include:**

- The abstract
- Acknowledgments
- The contents page
- Maps, charts, diagrams, annotated illustrations and tables
- Equations, formulas and calculations
- Citations/references (whether parenthetical or numbered)
- Footnotes or endnotes
- The bibliography
- Appendices.

## **ASSESSMENT**

Extended essays are assessed according to both general and subject-specific criteria.

The general criteria relates to:

1. The appropriateness of the research question,
2. The way in which the material is handled,
3. The level of analysis and the quality of the argument.

Subject-specific assessment criteria relates to how candidates manage their chosen topic within the context of the subject in which the essay is registered.

## **ASSESSMENT CRITERIA**

The IB publishes a booklet, which contains the general assessment criteria and subject specific criteria for the extended essay. Students should get a copy of the general assessment criteria from the IB coordinator and the subject specific criteria from their essay supervisor.

ASSESSMENT CRITERIA

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>A Research Question</b>	RQ is not stated in the introduction, is not suitable for the subject or cannot be treated adequately in 4,000 words	RQ is stated in the introduction but not clearly expressed or too broad to be treated effectively in 4,000 words	RQ is clearly stated in the introduction, sharply focused & effective treatment in word limit is possible.	N / A	N / A
<b>B Introduction</b>	Little or no attempt to set the RQ into context or explain the significance of the topic.	Some attempt to set the RQ into context & explain the significance of the topic & why it is worthy of investigation	Context of RQ is clearly demonstrated; significance of topic & why it is worthy of investigation is clearly explained.	N / A	N / A
<b>C Investigation</b>	Little or no evidence that sources have been consulted / data gathered; little or no evidence of planning of the investigation	Inappropriate sources have been consulted or data gathered; little evidence the investigation has been planned.	Limited range of appropriate sources have been consulted / data gathered;  evidence of some planning of the investigation	A sufficient range of appropriate sources have been consulted / data gathered & relevant material has been selected.  The investigation has been satisfactorily planned.	An imaginative range of appropriate sources have been consulted / data gathered & relevant material has been carefully selected.  The investigation has been well planned.

	<b>0 marks</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
<b>D</b> <b>Knowledge &amp; Understanding of the topic studied</b>	No real knowledge or understanding of the topic demonstrated.	Some knowledge but little understanding & little awareness of an academic context for the investigation	Adequate knowledge & some understanding with some awareness of the academic context.	Good knowledge and understanding of the topic; the essay successfully outlines an academic context.	Very good knowledge & understanding & topic is clearly and precisely located in academic context.
<b>E</b> <b>Reasoned argument</b>	No attempt to develop a reasoned argument.	Limited or superficial attempt to present ideas in a logical or coherent manner and to develop a reasoned argument in relation to the RQ.	There is some attempt to present ideas in a logical and coherent manner & to develop a reasoned argument in relation to the RQ but this is only partially successful.	Ideas are presented in a logical and coherent manner & a reasoned argument is developed in relation to the RQ but with some weaknesses.	Ideas are presented clearly in a logical & coherent manner, the essay succeeds in developing a reasoned and convincing argument in relation to the RQ.
<b>F</b> <b>Application of analytical &amp; evaluative skills appropriate to the subject.</b>	No application of appropriate analytical & evaluative skills.	Little application of appropriate analytical & evaluative skills.	Some application of appropriate analytical & evaluative skills, but this may be only partially effective.	Sound application of appropriate analytical & evaluative skills.	Effective & sophisticated application of appropriate analytical & evaluative skills.

<b>G</b> <b>Use of language appropriate to the subject</b>	The language used is inaccurate and unclear; there is no effective use of relevant terminology.	The language used sometimes communicates clearly but does not do so consistently and the use of appropriate terminology is only partly accurate.	The language used communicates clearly & the use of appropriate terminology is usually accurate.	The language used communicates clearly & the use of appropriate terminology is accurate.	The language used communicates clearly & precisely; appropriate terminology is used accurately, with skill & understanding.
	0 marks	1 mark	2 marks	3 marks	4 marks
<b>H</b> <b>Conclusion</b>	Little or no attempt to provide a relevant conclusion	A conclusion is provided that is relevant to the RQ but which may not be consistent with the evidence or argument presented in the essay.	An effective conclusion is clearly stated which is relevant to the RQ & consistent with the evidence presented in the essay; if unresolved questions have been identified these are indicated.	N / A	N / A
<b>I</b> <b>Formal Presentation</b>	The essay exceeds 4,000 words, there is no word count or the formal presentation is	The formal presentation is poor but the essay is within the 4,000 word limit.	The formal presentation is satisfactory.	The formal presentation is good.	The formal presentation is excellent.

	unacceptable.				
<b>J Abstract</b>	The abstract exceeds 300 words or does not include all 3 of the required elements.	The abstract contains all 3 elements but they are not clearly identified.	The abstract clearly states all 3 elements.	N / A	N / A
<b>K Holistic Judgement</b>	The essay shows no evidence of qualities which distinguish it from an average essay.	The essay shows little evidence of such qualities	The essay shows some evidence of such qualities	The essay shows clear evidence of such qualities	The essay shows considerable evidence of such qualities.

**DIPLOMA POINTS MATRIX FOR THE EXTENDED ESSAY AND THEORY OF KNOWLEDGE (IB EE Guide May 2015)**

# The diploma points matrix

May 2015 onwards

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

**Changes from *The diploma points matrix (May 2010 - November 2014)*:**

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

**EE CHECKLIST ON FORMAL PRESENTATION:<sup>1</sup>**

*Students are suggested to take a print of this page and keep it handy where they can keep ticking their progress. Students/ Supervisors may even add more points as they go along the way*

<b><u>1</u></b>	Is the essay within the limit of 4,000 words?	
<b><u>2</u></b>	Is there a Contents page?	
<b><u>3</u></b>	Are all pages numbered?	
<b><u>4</u></b>	Are all diagrams, charts and graphs indexed and labelled and sources referenced where applicable?	
<b><u>5</u></b>	All necessary terms are defined/ explained?	
<b><u>6</u></b>	Is every reference cited in a footnote or elsewhere?	
<b><u>7</u></b>	Are your references cited consistently and correctly?	
<b><u>8</u></b>	Does the Bibliography include all and only the works of reference you have consulted?	
<b><u>9</u></b>	Does the Bibliography specify author(s), title, date of publication and publisher for every reference?	
<b><u>10</u></b>	Make sure the Font is TIMES NEW ROMAN, size 12, Line spacing 1.5 and Margins NORMAL (1 inch each side)	
<b><u>11</u></b>	Does the Appendix contain only relevant information?	
<b><u>12</u></b>	Are all references to the Appendix clearly cross-referenced and labelled?	
<b><u>13</u></b>	Is your research question stated on the title page?	
<b><u>14</u></b>	Is your research question stated and in bold in the Introduction?	
<b><u>15</u></b>	Is your research question stated and in bold in the Conclusion?	
<b><u>16</u></b>	Does your Conclusion address unresolved questions?	
<b><u>17</u></b>	Does your Conclusion address new questions that have emerged?	
<b><u>18</u></b>	Are your Introduction and Conclusion titled?	
<b><u>19</u></b>	Is your Abstract within 300 words?	
<b><u>20</u></b>	Does your Abstract contain the research question (in bold), the scope of the investigation and the conclusion reached?	

<sup>1</sup> SOURCE: Marc van Loo/ Kevin Morrey, Implementing the IB Diploma Programme. Cambridge University Press, 2004; page 210

### **EE QUALITY EXAMPLES** (\\smartclassserve\ib resource\ EE\ EE Samples)

This is on the school's library server where students can find examples of quality essays in most subjects both from IB and those written by old students of SSE.

The students can also find a copy of the —academic Honesty Policy guide, which is although provided to students during the Academic Honesty Policy Orientation.

### **ACADEMIC HONESTY (A word of reference)**

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically be in candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. (Although SSE formally orients students along the lines of Academic Honesty Policy yet students are advised to revisit the Academic Honesty Policy to make sure they remember the guidelines and work honestly)

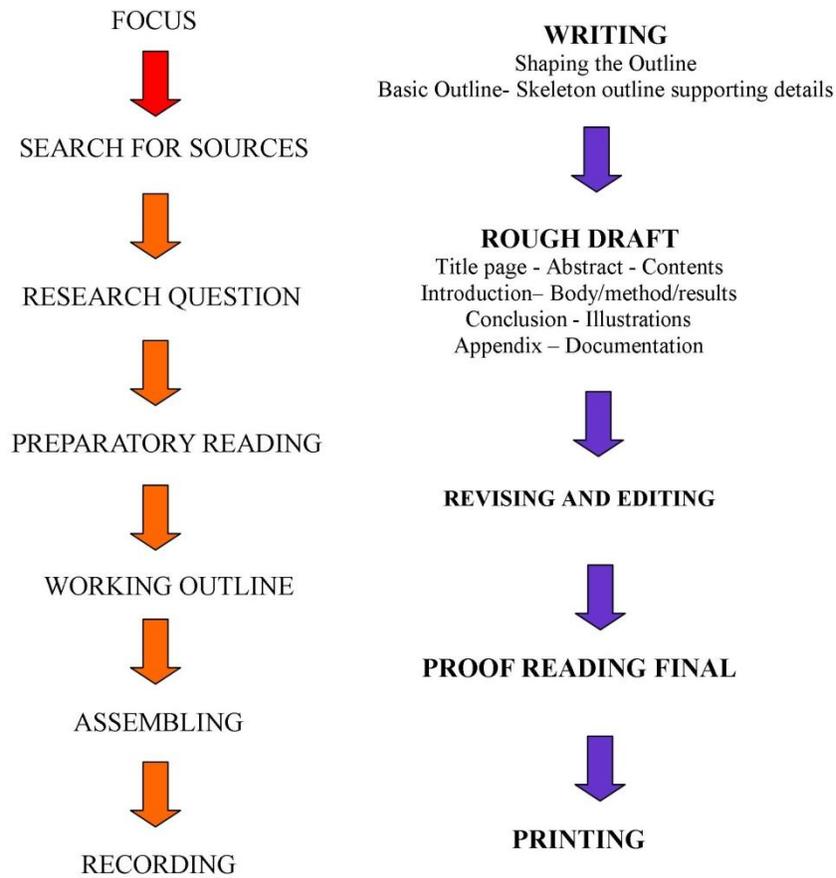
### **MALPRACTICE INCLUDES:**

1. **PLAGIARISM:** this is defined as the representation of the ideas or work of another person as the candidate's own
2. **COLLUSION:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
3. **DUPLICATION OF WORK:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
4. Or Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination or falsifying a CAS record).

**THE CANDIDATE SHOULD ENSURE THAT**

1. All works submitted for assessment are authentic, with the work or ideas of others fully and correctly acknowledged.
2. Candidates are expected to comply with all internal school deadlines: this is for their own benefit as it will allow time for revising work that is of doubtful authorship/ Ownership before the submission of the final version.
3. Students need to understand that the research process necessarily involves **intellectual risk-taking** and **extensive reflection**. **Open-mindedness**, **balance** and **fairness** are key prerequisites for a good extended essay.

## THE PROCESS OF READING (RESEARCH) AND WRITING EXTENDED ESSAY



**Extended Essay Timeline -- IB class of Aug 2015 - May 2017**

<b>STAGE-1</b>	
<b>January 16<sup>th</sup> 2016</b>	<p><b>Orientation:-</b> EE presentation by the EE Coordinator.</p> <ul style="list-style-type: none"> <li>• EE process by the EE Coordinator,</li> <li>• Review of “Academic Honesty Policy”.</li> <li>• Discuss EE piece in IB Diploma requirements.</li> </ul> <p>Students will be introduced to the IB “groups” and given the opportunity to consider topics. They will be allowed to meet supervisors available for advising specific topics.</p>
<b>STAGE-2</b>	
<b>18<sup>th</sup> Jan- 25<sup>th</sup> Jan 2016</b>	Students make contact with potential <u>supervisors to choose and decide upon their subject and topic.</u>
<b>29<sup>th</sup> January 2016</b>	<b>Signing of the Extended Essay (Form 1)</b> with subject, title and Supervisor’s name.
<b>STAGE-3</b>	
<b>3<sup>rd</sup> Feb – 8<sup>th</sup> Feb 2016</b>	<p>Meet with supervisor to discuss the research question wherein Supervisors make recommendations whether the question is properly focussed to be covered in the length of the EE and having enough merit to investigate <u>(during this meeting, the supervisor poses various questions that guide the student towards their own conclusion)</u></p> <p><i>Students often get very good clarity at this stage and are found changing their topics which is allowed. They fill the Form 1 again.</i></p>
<b>24<sup>th</sup> March 2016</b>	<p><b>Signing of the Extended Essay (Form 2)</b> With Finalised Research Question.</p> <p>Discuss the schedule of the proceedings till the final submission.</p>
<b>STAGE-4</b>	
<b>28<sup>th</sup> March- 7 April 2016</b>	Preparation / discussion with supervisor
<b>8<sup>th</sup> April- 22<sup>nd</sup> April 2016</b>	Two weeks spent on research and writing preliminary draft.
<b>27<sup>th</sup> April 2016</b>	<p><b>Signing of the Extended Essay (Form 3)</b> with Preliminary or the First Draft – <u>(first 1000 words)</u></p> <p><b><u>1Hard copy to Supervisor and a soft copy on turnitin.com</u></b></p>
<b>30<sup>th</sup> April 2016</b>	Supervisors will revert back with feedback/ recommendations.
<b>STAGE-5</b>	

<b>25<sup>th</sup> of July 2016</b>	<b>Signing of the Extended Essay (Form 4)</b> Second Draft to supervisor – (2000 words). It should include: a) Introduction b) Development of work done till date c) Conclusion concerning results till date <b><u>1Hard copy to Supervisor and a soft copy on turnitin.com</u></b>
<b>30<sup>th</sup> July 2016</b>	Supervisors will revert back with feedback/recommendations
<b>STAGE-6</b>	
<b>16<sup>th</sup> Sept. 2016</b>	<b>Signing of the Extended Essay (Form 5)</b> with Third Draft to supervisor. It should include: a) Introduction b) Development of work done to date c) Conclusion concerning results to date <b><u>1Hard copy to Supervisor and a soft copy on turnitin.com</u></b>
<b>23<sup>rd</sup> Sept. 2016</b>	Supervisors will revert back with feedback/recommendations <u>with Grades as per criteria</u>
<b>STAGE-7</b>	
<b>23<sup>rd</sup> Nov. 2016</b>	Final Draft-1 (Form 6) where supervisors award Grades as per criteria <b><u>1Hard copy to Supervisor and a soft copy on turnitin.com</u></b>
<b>STAGE-8</b>	
<b>25<sup>th</sup> Nov. 2016</b>	Final draft-2 (Form 7) where supervisors award Grades as per criteria <b><u>3Hard copies to Supervisor and a soft copy on turnitin.com</u></b> Supervisor submits EE Coversheet to DP Coordinator.

<b>Sangam School of Excellence</b>			
<b>Extended Essay Form 1 - to be completed by 29<sup>th</sup> January 2016</b>			
Student's Name			
Subject			
Topic			
Supervisor		Signature	Date
IB coordinator		Signature	Date

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**Extended Essay Form 2** - to be filled in and submitted by 24<sup>th</sup> March, 2016

Name	
Subject	
Topic	
Research Question	
Supervisor	signature                      date
IB coordinator	signature                      date

**Sangam School of Excellence**

Date:	<b>Extended Essay (Form 3)</b> - to be filled in and submitted by 27 <sup>th</sup> April, 2016
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	To be completed by the supervisor. Draft of 1000 words completed? Mapped against the general criteria.  Supervisor signature _____

<b><u>Sangam School of Excellence</u></b>	
Date:	<b>Extended Essay (Form-4)</b> - to be filled in and submitted by 25 <sup>th</sup> July 2016
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor. Interim Draft of 2000 words should include</p> <ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Development of work done to date</li> <li>c) Conclusion</li> </ul> <p style="text-align: center;">Progress report grade__</p> <p style="text-align: center;">Supervisor signature_____</p>

<b><u>SANGAM SCHOOL OF EXCELLENCE</u></b>	
Date:	<b>Extended Essay (Form-5)</b> - to be filled in and submitted by 16 <sup>th</sup> Sept. 2016
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor. Interim Draft of 3000 words should include</p> <ul style="list-style-type: none"> <li>a) Introduction</li> <li>b) Development of work done to date</li> <li>c) Conclusion</li> </ul> <p style="text-align: center;">Progress report grade_</p> <p>Supervisor signature_____</p>

<b><u>SANGAM SCHOOL OF EXCELLENCE</u></b>	
Date:	<b>Extended Essay (Form-6)-</b> to be filled in and submitted by 23 <sup>th</sup> November 2016
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>To be completed by the supervisor.</p> <p>Final Draft-1 of 4000 words completed. This should include a well defined introduction, development and conclusion. Should contain all essential references, properly formatted.</p> <p>Progress Grade: _____</p> <p style="text-align: center;">Supervisor signature: _____</p>

<b><u>SANGAM SCHOOL OF EXCELLENCE</u></b>	
Date:	<b>Extended Essay (Form-7)</b> - to be filled in and submitted by 25 <sup>th</sup> November, 2016
Student Name	
Supervisor Name	
Subject	
Topic	
Research Question	
	<p>Final Draft-2</p> <p>The Final Essay to supervisor. Graded according to criteria both general and subject specific.</p> <p>Semester Grade: _____</p> <p>Supervisor signature: _____</p>