Exercise walk-through

1.3
Argument, structure and reflection

International Baccalaureate · IB Diploma · Extended Essay

Evidence and the 4,000 words

- **Primary sources** are the raw material: documents, data you collect, a novel, an experiment.
- **Secondary sources** are what experts have written about it. Use them to show the debate, not to copy their answers.
- For each source ask: who made it, when, for whom, and how reliable is it?
- Every paragraph should move the argument forward. Description that does not help answer the question wastes words.

Academic integrity

- Give a **citation** every time you use someone else's words, ideas, data or images, at the point where you use them.
- Use one **citation** style consistently, and list every source in the **bibliography** .
- Paraphrasing still needs a citation. Changing a few words in someone else's sentence is not your own writing.
- Do not let anyone else, including an AI tool, write the essay for you. If you use an AI tool in your research, follow your school's rules and say how you used it.

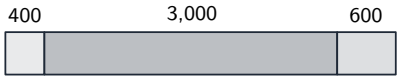
Reflection and the three sessions

- Your written **reflections** should show real thinking about your research: a decision you made, why you made it and what it taught you.
- For example: "The central bank's records were not available in a language I could read, so I narrowed my question to the reparations side and used two historians' work on the bank.
- I learned that a question must fit the sources I can actually use."

Exercises 2.1·2.2

2.1 Explain what a **topic sentence** should do in an EE paragraph. [2]

2.2 An essay plan gives 400 words to the introduction, 3,000 to the body and 600 to the conclusion. Calculate each part's share of 4,000 words, and explain whether the conclusion is too long. [3]



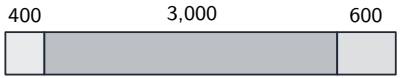
Exercises 2.1·2.2

2.1 Explain what a **topic sentence** should do in an EE paragraph. [2]

2.1

it states the main point of the paragraph; and links it to the research question so the argument moves forward

2.2 An essay plan gives 400 words to the introduction, 3,000 to the body and 600 to the conclusion. Calculate each part's share of 4,000 words, and explain whether the conclusion is too long. [3]



2.2

introduction 10 %, body 75 %, conclusion 15 %; 15 % may be long: the conclusion should answer and weigh, not repeat the body; a shorter conclusion (about 300–400 words) gives more space to analysis in the body

Exercises 2.3·2.4

2.3 Explain **four** things a strong EE **conclusion** should include. [4]

2.4 Rewrite this weak reflection so that it focuses on **process**: “I enjoyed my EE and learned a lot about my topic.” [6]

Exercises 2.3·2.4

2.3 Explain **four** things a strong EE **conclusion** should include. [4]

2.3

a direct answer to the research question; a weighing of the main evidence; limitations of sources or method; new or unresolved questions

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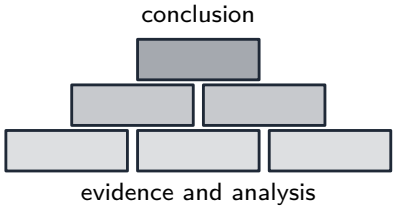
2.4 Rewrite this weak reflection so that it focuses on **process**: “I enjoyed my EE and learned a lot about my topic.” [6]

2.4

a specific problem met in the research; how the student’s thinking changed; a decision taken and why; a skill developed, e.g. evaluating sources; what they would do differently; specific, honest language

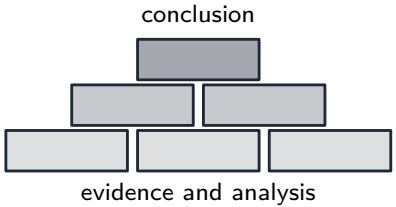
Exercise 3.1

3.1 *(EE planning.)* Write a section plan for your essay: the introduction, three body sections with topic sentences, and a conclusion that answers the research question. [10]



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3.1

Mark holistically against the EE expectations: [top] focused, well-supported argument, sources and method evaluated, clear structure and precise citation; [middle] mostly focused, some evaluation; [bottom] descriptive, little analysis. Points that may be included: introduction with the question and approach; three body sections in a logical order; topic sentences that advance the argument; conclusion answering the question with limits; structure clearly serves the argument

Exercise 3.2

3.2 Explain why an EE conclusion should **not** introduce new evidence. [5]

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3.2

the conclusion should follow from evidence already analysed; new evidence cannot be evaluated properly there; it weakens the logic of the argument; it confuses the reader about the answer; new evidence belongs in the body