1.3 Argument, structure and reflection

Name: _____ Class: _____ Date: _____ **Total: 30 marks**

KEY WORDS argument • structure • topic sentence • conclusion • reflection • supervisor

Objective

Write the essay: build a clear **argument** that answers the research question, organize it in a logical **structure**, reach a **conclusion** that follows from the evidence, and **reflect** on the research process in the reflection sessions.

You must be able to:

- plan a structure that serves the argument
- write topic sentences that advance the argument
- write a conclusion that answers the question and notes limits
- present data, quotations and references correctly
- write a reflection on the research process

1 Key knowledge and worked examples

■ Structure

Title page → contents → **introduction** (the question, why it matters, approach) → **body** (sections that build the argument) → **conclusion** (the answer, limits, new questions) → references → appendices (only if needed).

■ Topic sentences

Each paragraph begins with a sentence that moves the argument forward. Weak: "Now I will talk about the RAF." Strong: "The RAF's contribution was most important in the first six weeks, before American aircraft arrived in large numbers."

■ Conclusion

Answer the research question directly; weigh the evidence; state the **limitations** of your sources or method; suggest **new questions**. Do not add new evidence.

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■ Reflection

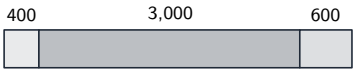
Students meet their supervisor for **reflection sessions** and record their thinking. Good reflection is about **process**: what changed in your thinking, what problems you met and how you solved them, what you would do differently.

Worked reflection. "My first question asked about the whole airlift, but in my second session I realized I could not cover it in 4,000 words. I narrowed it to the RAF, which let me compare British and American records in detail."

2 Practice

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]



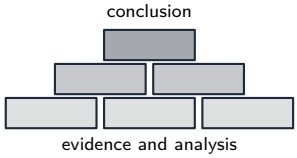
2.3 Explain **four** things a strong EE **conclusion** should include. [4]

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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]

3 Exam-style questions

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

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Solutions

Marking: **M1** a correct method, **A1** the correct answer, **B1** an independent mark.

Each answer shows the steps, then the **result**.

2.1

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

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

2.3

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

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

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

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

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