

Year 8			
Term 2			
Learning Objective	Using Evidence	Essay Writing	
Learning Outcome	Assessment Task 1: First World War	Assessment Task 2: Germany and the Nazis	
Descriptor	Exceptional	<p>Analyses the source rigorously to identify a wide range of features that relate to the question by considering specific details, making valid inferences, making appropriate cross references or identifying significant themes.</p> <p>Comments on reliability and usefulness are appropriate and clear.</p> <p>Shows a convincing understanding of how these sources can be used critically and constructively.</p> <p>Reaches a valid judgement about their overall usefulness for the purpose given. Work is completed almost independently, with little support.</p> <p>Analyses the source rigorously to identify a wide range of features that relate to the question by</p>	<p>Structured as an essay, with logical coherence.</p> <p>Analyses and fully explains a range of factors (at least three) in relation to the question.</p> <p>Makes a judgement which shows opinion in answering the question.</p> <p>Knowledge is used as evidence to support judgement made.</p> <p>A sophisticated understanding of at least two appropriate second order concepts (such as change, continuity, causation, consequence, similarity, difference and significance) is shown in a sustained argument in relation to the question. Work is completed almost independently, with little support.</p>
	Good	<p>Analyses the source to identify features that relate to the question by considering specific details, making valid inferences, making appropriate cross references or identifying significant themes.</p> <p>Comments are made on the reliability and usefulness but not always fully explored.</p> <p>Reaches a judgement about their overall usefulness for the purpose given. Work is completed with limited support.</p>	<p>Structured as an essay, with logical coherence.</p> <p>Analyses and fully explains a range of factors and/or time periods (at least two) in relation to the question.</p> <p>Makes a judgement which shows opinion in answering the question.</p> <p>Knowledge is used as evidence to support judgement made.</p> <p>A sound understanding of at least two appropriate second order concepts (such as change, continuity, causation, consequence, similarity, difference and significance) is shown in a sustained and generally convincing argument in relation to the question.</p>
	Developing	<p>Identifies the main features of the source that relate to the question by considering specific details, making valid inferences or identifying significant themes.</p> <p>Shows some general understanding how these sources can be used.</p> <p>Makes comments on reliability that may or may not be valid.</p> <p>Reaches a judgement about their overall usefulness but not developed. Work is completed with some support from the teacher.</p>	<p>Structured with logical coherence.</p> <p>Analyses and explains more than one factor and/or time periods in relation to the question. A judgement is made in relation to the question.</p> <p>Knowledge is used as evidence within the essay.</p> <p>Some understanding of at least two appropriate second order concepts (such as change, continuity, causation, consequence, similarity, difference and significance) is shown in a limited way to reach a loosely supported argument in relation to the question. Work is completed with some support from the teacher.</p>
	Foundation	<p>Identifies some key features of the source. These can relate to specific details or inferences or underlying themes.</p> <p>Shows some basic understanding how these sources can be used.</p> <p>Reaches a judgement about their overall usefulness but this is unsupported. Work is completed with the teachers help.</p>	<p>Limited structure.</p> <p>Attempts analysis and explanation of the factor and/or time period in relation to the question.</p> <p>Knowledge is attempt to be used as evidence within the essay.</p> <p>Shows some basic understanding of second order concepts (such as change, continuity, causation, consequence, similarity, difference and significance) but any attempt to explain or reach a judgement in</p>