

Year 8		
Term 3		
Learning Objective	Essay Writing	Interpretations
Learning Outcome	Assessment Task 1: Nazism	Assessment Task 2: key events of World War Two
Descriptor	<b>Exceptional</b> Structured as an essay, with logical coherence. Analyses and fully explains a range of factors and/or time periods (at least three) in relation to the question. Makes a measured judgement which shows opinion in answering the question. Knowledge is used as evidence to support judgement made. 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, focused and convincing argument in relation to the question.	Essays: Understands and addresses the issue in the question and understands how this is shown in the interpretation. Sets out a sustained, consistently focused and convincing evaluation by showing both sides of the argument, reaching a well-substantiated judgement about the interpretation. Comparisons: Analyses and compares at least two interpretations. Offers a very detailed analysis of similarities and differences between interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgement of how far they differ, in terms of detail in or overall message, style or purpose. Shows a convincing understanding of how these interpretations can be used critically and constructively. Reaches a valid substantiated judgement about their overall usefulness for the purpose given.
	<b>Good</b> Structured as an essay, with logical coherence. Analyses and fully explains a range of factors and/or time periods (at least two) in relation to the question. Makes a judgement which shows opinion in answering the question. Knowledge is used as evidence to support judgement made. 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.	Essays: Understands and addresses the issue in the question and understands how this is shown in the interpretation. Sets out a focused and mostly convincing evaluation by showing both sides of the argument, reaching a judgement about the interpretation. Comparisons: Analyses and compares two interpretations. Offers a detailed analysis of similarities and / or differences between interpretations and gives an explanation of reasons why they may differ. There is a substantiated judgement of how far they differ, in terms of detail in or overall message, style or purpose. Shows a understanding of how these interpretations can be used critically and constructively. Reaches a valid substantiated judgement about their overall usefulness for the purpose given. Essays: Understands and addresses the issue in the question and understands how this is shown in the interpretation. Sets out a focused and mostly convincing evaluation by showing both sides of the argument, reaching a judgement about the interpretation. Comparisons: Analyses and compares two interpretations. Offers a detailed analysis of similarities and / or differences between interpretations and gives an explanation of reasons why they may differ. There is a substantiated judgement of how far they differ, in terms of detail in or overall message, style or purpose. Shows a understanding of how these interpretations can be used critically and constructively. Reaches a valid substantiated judgement about their overall usefulness for the purpose given.
	<b>Developing</b> Structured with logical coherence. 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. Knowledge is used as evidence within the essay. 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.	Essays: Understands the key topic in the question and understands how this is shown in the interpretation. Shows some evaluation by attempting to show both sides of the argument. Comparisons: Analyses and compares two interpretations. Offers some analysis of similarities and / or differences between interpretations and identifies reasons why they may differ. There is a basic judgement of how far they differ, in terms of detail in, or the overall message or style. Shows some general understanding of how these interpretations can be used critically and constructively. Reaches a judgement about their overall usefulness but not developed. Essays: Understands the key topic in the question and understands how this is shown in the interpretation. Shows some evaluation by attempting to show both sides of the argument. Comparisons: Analyses and compares two interpretations. Offers some analysis of similarities and / or differences between interpretations and identifies reasons why they may differ. There is a basic judgement of how far they differ, in terms of detail in, or the overall message or style. Shows some general understanding of how these interpretations can be used critically and constructively. Reaches a judgement about their overall usefulness but not developed.
	<b>Foundation</b> Limited structure. Attempts analysis and explanation of the factor and/or time period in relation to the question. Knowledge is attempt to be used as evidence within the essay. 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 relation to the question is unclear or lacks validity.	Essays: Identifies key features of the interpretation. Identifies both sides of the argument. Comparisons: Attempts to compares two interpretations – very basic comparisons made in terms of origin or detail. Identifies reasons why they may differ. There is a basic judgement of how far they differ but this is unsupported and not explained. Shows some basic understanding how these interpretations can be used. Reaches a judgement about their overall usefulness but this is unsupported.