**Emperor Qin Name:**

**Essay**

Was Emperor Qin a strong, effective leader?

You are going to write an essay following the format we looked at in class.

*Look at the Essay Guide pdf for information about how to set out and plan a newspaper report.)*

**Who is your essay for?**

You are writing to inform other students about Emperor Qin.

**What will your essay look like?**

It should follow the pattern shown in the Essay Guide document, and include the following clear sections:

* introduction (hook, central idea, context, supporting ideas and transition)
* main body paragraphs (topic sentence, evidence, transitions)
* conclusion (summerise, concluding statement)

**What will your story be about?**

You are writing about Emperor Qin. You will need to mention the following details:

* who was he
* how did he come to power
* when did he rule
* what were the Terra-cota warriors
* why was the Great Wall built
* why did he burn books
* what other ways did he unite China
* the details of his death and what happened to China afterwards
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It is important to put you work into your own words. Use one or more of the three ways we went over regarding putting your research into your own words

**How will your story be assessed?**

Your final story will be assessed according to Criteria A, C and D. The word limits are between 750 and a 1200 words.

**When is it due?**

See Veracross for the latest information on deadlines.

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| **Humanities Assessment Criteria: Year 1 (Grade 6 and 7)** |
|  | **Criteria A** | **Criteria A** | **Criteria D** | **Criteria D** |
| **Knowledge and Understanding** | **TSR** | **Thinking Critically** | **TSR** |
| **0** | The student does not reach a standard described by any of the descriptors below.  | The student does not reach a standard described by any of the descriptors below.  | The student does not reach a standard described by any of the descriptors below.  |  |
| **1-2** | The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.  | * You make a limited attempt to use some terminology that is relevant
* You have given a simple answer using basic descriptions and/or examples (2 or more) to support your points
* The report shows limited evidence of research but minimal understanding.
 | The student: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.  | * You have written about 2 or more of the main events. You have analysed the link between these events and the question.
* **This analysis leads to a simple opinion.**
* Information sources are **evaluated (one sentences, a general comment).**
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| **3-4** | The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.  | * You use terminology that is accurate/ or appropriate
* You have answered the question using good examples (5 or more) to support your points
* The report shows some evidence of research but superficial understanding.
 | The student: i. identifies some main points of ideas, events, visual representation or arguments ii. uses information to give adequate opinions iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.  | * You have written about 5 or more of the main events but they lack detail . You have analysed the link between these events and the question.
* **This analysis leads to a simple opinion.**
* Information sources are **evaluated (one sentences, a general comment).**
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| **5-6** | The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.  | * You use a range of terminology accurately
* You have answered the question using good examples (7 or more) to support your points
* The report is quite well researched and your depth of understanding is clear in places.
 | The student: i. identifies the main points of ideas, events, visual representation or arguments ii. uses information to give substantial opinions iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.  | * You have written about 7 of the main events in adequate detail. You have analysed the link between these events and the question.
* **This analysis leads to a general opinions.**
* Information sources are **evaluated (one sentences with a reason for the comment).**
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| **7-8** | The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.  | * You use a wide range of terminology accurately
* You have answered the question using accurate and appropriate examples (9 or more) to support your points
* The report is well researched and your depth of understanding is explicit.
 | The student: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications | * You have written about 9 of the main events in detail. You have analysed the link between these events and the question.
* **This analysis leads to a relevant opinion.**
* Information sources are **evaluated in detail (3 sentences or more, with reasons).**
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