**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

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).** |
| **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).** |
| **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).** |
| **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).** |