**Essay - Causes of the Cold War**

**Task: Write an essay about the causes of the Cold War under exam conditions.**

Your learning so far should have led to the formulation of title question for your essay.

1. You have already spent time finding out about the events and issues that led to the start of the Cold War. Now conduct more detailed research that relates specifically to your question and keep a record of your findings.

2. Use the scaffold/template below to help draft your essay:

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| **Essay Title Question** | Write the question the essay must answer. |
| **Introduction** | 1. Write the context (why is this an important event even in the 21st century?)

2. Write your thesis statement (what will the essay show) |
| **First body paragraph**What is the paragraph about? | Topic sentence:Evidence or example: Explanation: |
| **Second body paragraph**What is the paragraph about?\*Tip: This paragraph could support the view given in the first one but should use *a different key point.* | Topic sentence:Evidence or example: Explanation: |
| **Third body paragraph**What is the paragraph about?\*Tip: This paragraph could show the opposite of the first two | Topic sentence:Evidence or example: Explanation: |
| **Fourth body paragraph**What is the paragraph about?\*Tip: This paragraph could support paragraph 3, but should *use a different key point.* | Topic sentence:Evidence or example: Explanation: |
| **Conclusion** | Answer the research question by referring to the main points you made. |

3. Write the essay in *test* conditions. You will be given one lesson block to write the essay. You will not be allowed to use notes or your scaffold.

You will be graded using criteria A, B, C & D. See rubric for details.

**Timeframe: You have three lesson blocks plus home learning time to prepare for the essay. You will write the essay on the 4th lesson block**

Class periods 1-2 Recap essay writing technique and conduct more detailed research.

Class period 3 Write draft using the scaffold.

Class period 4 Write essay in class.

| Level | A - Knowing & understanding | A - TSC | B - Investigating | C - Communicating | C - TSC | D - Thinking critically | D - TSC |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1-2 | The student: i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.  | Language: The essay uses limited terminology appropriate to the topicFacts: You have basic relevant facts and examples Concept: You show limited understanding of the concept of Global Interactions. The facts you describe have a limited link to the outbreak of the Cold War | The student:i. formulates a research question that is clear **or** focused and **describes** its relevance. | The student: ii. structures information and ideas according to the specified format in a limited way  | You have not used the structure on the task sheet consistently; introduction has no context or thesis, topic sentences are unclear, examples and explanation are limited and finally a conclusion to the question. | The student: ii. summarizes information to a limited extent to make arguments iv. identifies different perspectives and minimal implications.  | ii. summarizes information on **the origins of the Cold War** to a limited extent to make arguments iv) Identifies **only one perspective** (may include; ideologies, specific people, events & points in time). |
| 3-4 | The student: i. uses some terminology accurately and appropriately.ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.  | Language: The essay uses some terminology appropriate to the topic accuratelyFacts: You have some relevant facts and examplesConcept: You show some understanding of the concept of Global Interactions. The facts you describe are sometimes linked to support your arguments about who was responsible for the outbreak of the Cold War | The student:i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail. | The student: ii. structures information and ideas in a way that is somewhat appropriate to the specified format  | ii. You have used the structure on the task sheet sometimes; introduction has context or thesis, topic sentences that sometimes answer the question, some examples and explanation and finally a conclusion to the question | The student: ii. summarizes information to make arguments iv. interprets different perspectives and some of their implications.  | ii. summarizes information on **the origins of the Cold War** to make arguments iv) Identifies **more than one perspective** (may include; ideologies, specific people, events & points in time) and **considers their implications.** |
| 5-6 | The student: i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.  | Language: The essay uses a range of terminology appropriate to the topic accuratelyFacts: You have a good range of relevant facts and examples Concept: You show understanding of the concept of Global Interactions. The facts you describe are relevant and linked and support the arguments who was responsible for the outbreak of the Cold War. | The student:i. formulates a **clear** & **focused** research question and **explains** its relevance. | The student: ii. structures information and ideas in a way that is mostly appropriate to the specified format  | ii. You have used the structure on the task sheet in places; introduction has context and thesis, topic sentences that sometimes answer the question, examples and explanation and finally a conclusion to the question | The student: ii. synthesizes information to make valid arguments iv. interprets different perspectives and their implications.  | ii. synthesizes information on **the origins of the Cold War** to make valid arguments iv) Identifies **more than one perspective** (may include; ideologies, specific people, events & points in time) and **interprets their implications.** Shows some balance. |
| 7-8 | The student: i. consistently uses a wide range of terminology effectively ii. demonstrates detailed knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.  | Language: The essay uses a wide range of terminology appropriate to the topic accuratelyFacts: You have an extensive range of relevant facts and examplesConcept: You show detailed understanding of the concept of Global Interactions. The facts you describe are clearly linked and effectively used to support your arguments about who was responsible for the outbreak of the Cold War. | The student:i. formulates a **clear** & **focused** research question and **justifies** its relevance. | The student: ii. structures information and ideas in a way that is completely appropriate to the specified format  | ii. You have used the structure on the task sheet; introduction has context and thesis, appropriate topic sentences, examples and explanation and finally a clear conclusion that fully answers the question | The student: ii. synthesizes information to make valid, well-supported arguments iv. thoroughly interprets a range of different perspectives and their implications. | ii. Arguments on **the origins of the Cold War** are valid and well-supported.iv) Identifies **more than one perspective** (may include; ideologies, specific people, events & points in time) **and interprets their implications in a well-balanced way.** |