|  |  |
| --- | --- |
| WWW: |  |
| You have given a balanced answer. |  |
| You have written a good conclusion coming down on one side. |  |
| You have used paragraphs well to structure your answer. |  |
| You have explained both what you were expecting to see, and what is not in the source that you were expecting to see. |  |
| You have used PEEL paragraphs |  |
| You have used your own contextual knowledge. |  |

|  |  |
| --- | --- |
| EBI: |  |
| You make sure you give a balanced answer-looking at both sides of the argument. |  |
| You make sure that you write a conclusion, clearly explaining whether you think it is or is not convincing. |  |
| You make sure that you use paragraphs for each point. |  |
| You make sure you explain both what you were expecting to see, and what is not in the source that you were expecting. |  |
|  |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “how convincing” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have given a balanced answer. |  |
| You have written a good conclusion coming down on one side. |  |
| You have used paragraphs well to structure your answer. |  |
| You have explained both what you were expecting to see, and what is not in the source that you were expecting to see. |  |
| You have used PEEL paragraphs |  |
| You have used your own contextual knowledge. |  |

|  |  |
| --- | --- |
| EBI: |  |
| You make sure you give a balanced answer-looking at both sides of the argument. |  |
| You make sure that you write a conclusion, clearly explaining whether you think it is or is not convincing. |  |
| You make sure that you use paragraphs for each point. |  |
| You make sure you explain both what you were expecting to see, and what is not in the source that you were expecting. |  |
|  |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “how convincing” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have given a balanced answer. |  |
| You have written a good conclusion coming down on one side. |  |
| You have used paragraphs well to structure your answer. |  |
| You have thought about a range of other factors/points of view. |  |
| You have used PEEL paragraphs |  |
| You have used your own contextual knowledge. |  |
| You used long and short term impacts/causes and consequences |  |

|  |  |
| --- | --- |
| EBI: |  |
| You make sure you give a balanced answer-looking at both sides of the argument. |  |
| You make sure that you write a conclusion, clearly explaining the factor/point of view you agree with. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| You checked your answer for SPAG and used technical terminology. |  |
| Refer to short and long term causes and consequences. |  |

**You should look to expand the following areas:**

**You should look to expand the following areas:**

 **/16**

**Copy the following spellings 3 times in your book in green pen:**

**16 Mark “how far do you agree” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have given a balanced answer. |  |
| You have written a good conclusion coming down on one side. |  |
| You have used paragraphs well to structure your answer. |  |
| You have thought about a range of other factors/points of view. |  |
| You have used PEEL paragraphs |  |
| You have used your own contextual knowledge. |  |
| You used long and short term impacts/causes and consequences |  |

|  |  |
| --- | --- |
| EBI: |  |
| You make sure you give a balanced answer-looking at both sides of the argument. |  |
| You make sure that you write a conclusion, clearly explaining the factor/point of view you agree with. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| You checked your answer for SPAG and used technical terminology. |  |
| Use long and short term impacts |  |

 **/16**

**Copy the following spellings 3 times in your book in green pen:**

**16 Mark “how far do you agree” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be significant. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have mentioned why they might not be so significant. |  |
| You have written a structured paragraph |  |
|  |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is significant. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
|  |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Explain the significance of” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be significant. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have mentioned why they might not be so significant. |  |
| You have written a structured paragraph |  |
|  |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is significant. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
|  |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Explain the significance of” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be significant. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have not told a story. |  |
| You have written a structured paragraph |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is significant. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you cover the question asked. |  |
| You refer to the causes and consequences that link to the event. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Write an account of” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be significant. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have not told a story. |  |
| You have written a structured paragraph |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is significant. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you cover the question asked. |  |
| You refer to the causes and consequences that link to the event. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Write an account of” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be important. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have not told a story. |  |
| You have written a structured paragraph |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is important. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you cover the question asked. |  |
| You refer to the causes and consequences that link to the event. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Explain what was important about…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained why the person or event may be important. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have not told a story. |  |
| You have written a structured paragraph |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain why the person or event is important. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you cover the question asked. |  |
| You refer to the causes and consequences that link to the event. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Explain what was important about…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may be important. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event is important. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/12**

**12 Mark “Which of the following was the more important reason for… Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may be important. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event is important. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/12**

**12 Mark “Which of the following was the more important reason for… Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may have affected them. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “In what ways were the lives of ….affected by …” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may have affected them. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “In what ways were the lives of ….affected by …” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may have affected them. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “In what ways were the lives of ….affected by …” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. the person or event may have affected them. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You have written a conclusion |  |
| You refer to the causes and consequences and link the event to other key areas. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| Make sure you write a substantial conclusion. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “In what ways were the lives of ….affected by …” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. They might be similar. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You refer to the causes and consequences and link the event to other key areas. |  |
|  |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |
|  |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “Compare X and Y. How are they similar…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| You have written in PEEL form. |  |
| You have explained both points regarding why. They might be similar. |  |
| You have referred to the long term and short to impacts of the person or event. |  |
| You have used good contextual knowledge to support your answer. |  |
| You have said how they may link together and which was more important. |  |
| You refer to the causes and consequences and link the event to other key areas. |  |
|  |  |

|  |  |
| --- | --- |
| EBI: |  |
| Make sure you write a PEEL answer. |  |
| Make sure you explain both points why the person or event may have affected them. |  |
| Include more specific detail in your explanations. |  |
| You make sure that you use paragraphs for each point. |  |
| Make sure you refer to short and long term impacts. |  |
| You refer to the causes and consequences that link to the event and how the 2 points link. |  |
|  |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “Compare X and Y. How are they similar…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the source. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points. |  |
| You have constantly referred to the source. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “How useful is this source” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the source. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points. |  |
| You have constantly referred to the source. |  |

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

 **/8**

**8 Mark “How useful is this source” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You have written a substantiated conclusion. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points. |  |
| You need to constantly refer to the sources |  |
| You must write a substantiated conclusion. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Study source X and Y, how useful are they to a historian studying…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You have written a substantiated conclusion. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points. |  |
| You need to constantly refer to the sources |  |
| You must write a substantiated conclusion. |  |

**You should look to expand the following areas:**

 **/8**

**Copy the following spellings 3 times in your book in green pen:**

**8 Mark “Study source X and Y, how useful are they to a historian studying…” Question:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You say how they support/oppose each other and why. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You must say how they support/oppose each other and why. |  |
| You need to constantly refer to the sources |  |
|  |  |

**8 Mark “Study Source A, explain how you know it supports/opposes B” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You say how they support/oppose each other and why. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You must say how they support/oppose each other and why. |  |
| You need to constantly refer to the sources |  |
|  |  |

**8 Mark “Study Source A, explain how you know it supports/opposes B” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You say how they are different and why. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You must say how they differ and why. |  |
| You need to constantly refer to the sources |  |
|  |  |

**8 Mark “Explain how interpretation A differs from B about…” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

|  |  |
| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You say how they are different and why. |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
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|  |  |

**8 Mark “Explain how interpretation A differs from B about…” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

|  |  |
| --- | --- |
| WWW: |  |
| You used PEEL answers. |  |
| You clearly describe 2 problems faced. |  |
| You explain the impact of those problems on the given event or people. |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| EBI: |  |
| Use a PEEL structure |  |
| Clearly describe 2 problems faced. |  |
| Explain the impact of those problems on the given event or people. |  |
|  |  |
|  |  |
|  |  |

**8 Mark “Describe 2 problems…” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**

|  |  |
| --- | --- |
| WWW: |  |
| You used PEEL answers. |  |
| You clearly describe 2 problems faced. |  |
| You explain the impact of those problems on the given event or people. |  |
|  |  |
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|  |  |
| --- | --- |
| EBI: |  |
| Use a PEEL structure |  |
| Clearly describe 2 problems faced. |  |
| Explain the impact of those problems on the given event or people. |  |
|  |  |
|  |  |
|  |  |

**8 Mark “Describe 2 problems…” Question:**

 **/8**

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| --- | --- |
| WWW: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You said which is more convincing and why. |  |
| You have given a substantiated conclusion |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You must add a well substantiated conclusion. |  |
| You need to constantly refer to the sources |  |
| You must give a substantiated conclusion and which is more convincing and why. |  |

**8 Mark “Explain how interpretation A differs from B about…” Question:**

 **/8**

**You should look to expand the following areas:**

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| WWW: |  |
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| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You have written a well-structured paragraph/paragraphs with 2 clear points |  |
| You have constantly referred to the sources. |  |
| You said which is more convincing and why. |  |
| You have given a substantiated conclusion |  |

|  |  |
| --- | --- |
| EBI: |  |
| Provenance: Using author, place, the time it was created etc., to determine the purpose. |  |
| Analysis of content: What is the source/interpretation saying? What is the message or inference? |  |
| Historical context: How does the source/interpretation relate to their contextual knowledge of the historical period? |  |
| You must add a well substantiated conclusion. |  |
| You need to constantly refer to the sources |  |
| You must give a substantiated conclusion on which is more convincing and why. |  |

**8 Mark “Explain how interpretation A differs from B about…” Question:**

 **/8**

**You should look to expand the following areas:**

**Copy the following spellings 3 times in your book in green pen:**