

Essay writing



Introduction (SYK) Show your KNOWLEDGE

- Give a short background to the historical topic that you discuss in the essay. This should outline the main historical events leading up to the event on which the essay question focuses, introduce the main historical personalities and also explain why the essay question is controversial.
- Explain how you are going to answer the question. You should list the specific issues that you will examine in the main body. You should also state whether you will examine the issues in chronological or thematic order (or whatever arrangement is appropriate for answering the essay question) and whether you will mainly compare various factors or show how factors are inter-linked with each other (or whatever method is appropriate for answering the essay question).

Each paragraph of the main body (SWYG) Show where you're going

- Use the first sentence of each paragraph to identify the issue that you will discuss in the paragraph. Start the first sentence with phrases like: *Firstly...; Secondly...; In addition...; Furthermore...; In contrast...; On the other hand...;* etc. Discuss only one issue per paragraph!
- Continue the paragraph with sentences that give details, supporting evidence and examples for the paragraph's theme.
- Finish the paragraph by explaining how its issue contributes to answering the essay question. If appropriate, evaluate whether the issue that you have discussed in this paragraph is more or less important than the issues that you discuss in other paragraphs. You should also explain whether any issues that you have discussed in this paragraph are a result of developments that you have discussed in another paragraph.

Conclusion

- Start the conclusion with *To summarise...; To conclude...; or In conclusion...*
- Summarise the main points of your findings from the main part.
- Give a clear answer to the essay question and state the main reasons for your answer.

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| L 3 | <ul style="list-style-type: none"> • You discuss only one issue and support this with little detail, or mention several issues without supporting evidence. • Your discussion is purely descriptive. • Your answer shows little evidence of a logical structure (e. g. You string sentences together without apparent logical link; You place paragraphs illogically or not at all). |
| L 4 | <ul style="list-style-type: none"> • You discuss more than one issue of a question with some supporting evidence. • Your discussion is purely descriptive. • In the main, you link sentences with appropriate conjunctions and divide longer text into appropriate paragraphs. You employ appropriate historical terminology. |
| L 5 | <ul style="list-style-type: none"> • You discuss more than half of the issues of a question with some supporting evidence. • Your discussion is mainly descriptive, or if it is evaluative, then it is a repetition of arguments suggested by the teacher or the reading material. • You write a logically structured text with an introduction, main part and conclusion, though you may not use this structure in a fully appropriate way. You use appropriate formal language and terminology. |
| L 6 | <ul style="list-style-type: none"> • You discuss almost all of the significant issues of a question about the past with supporting evidence. • Your discussion is evaluative, even though your arguments and conclusions are neither fully developed nor very mature. • You write a logically structured text with an appropriate introduction, main part and conclusion. In the main You employ mature language and style. |
| L 7 | <ul style="list-style-type: none"> • You discuss all of the significant issues of a question about the past with supporting evidence. • Your discussion is evaluative, and your arguments and conclusions are developed and/or original. • You write well-structured and well-phrased narrative with only slight structural or stylistic flaws. |
| L 8 | <ul style="list-style-type: none"> • You discuss a question about the past in detail. You reach independent, interesting conclusions and support them with convincing evidence. • You consider the wider historical context of your question. • You write well-structured and well-phrased narrative. • You show the ability to undertake largely independent research but rely on some guidance by the teacher. |
| EP | <ul style="list-style-type: none"> • You discuss a question about the past in detail. You reach independent, balanced conclusions and support them with convincing evidence, showing an extensive and detailed factual knowledge. • You consider the wider historical context of your question • You consistently write well-structured and well-phrased narrative. • You undertake independent research and rely on little guidance by the teacher. |