

## History

Levels	
WT	Below the level of skills, understanding and knowledge for Level 1.
1	<ul style="list-style-type: none"> <li>● You can <b>write</b> a simple statement using relevant detail such as a correct date, name or context that relates to the question.</li> <li>● You can <b>identify</b> either a cause, consequence, change, continuity or convey a sense of significance and link to the question.</li> <li>● You can <b>list</b> one simple <b>inference</b> from the source.</li> <li>● You can <b>identify</b> the view of the interpretation.</li> </ul>
2	<ul style="list-style-type: none"> <li>● You can <b>write</b> a paragraph and are using correct terms to support your knowledge and the question although you may lack clear organisation at times.</li> <li>● You can <b>identify</b> and <b>explain</b> more than one cause, consequence, change, continuity or convey a sense of significance and the response can be linked to the question. There may be limited organisation at times.</li> <li>● You can begin to <b>describe</b> more than one simple <b>inference</b> without paraphrasing.</li> <li>● You can <b>describe</b> the view of the interpretation.</li> </ul>
3	<ul style="list-style-type: none"> <li>● You can <b>write</b> more than one relevant PEEL paragraph and show confident use of knowledge, relevant to the period (dates, names, factors) in all paragraphs. You may omit analysis.</li> <li>● You can <b>identify</b> and <b>explain</b>, in more than one PEEL paragraph, two or more second order concepts. You are beginning to <b>categorise</b> causes, link causes, describe more than one consequence and <b>describe</b> trends and impacts on social groups.</li> <li>● You can demonstrate basic <b>evaluation</b> of the source using Nature, Origin and Purpose or contextual information to show some understanding.</li> <li>● You either <b>agree or disagree</b> with the interpretation and attempt to make a generalised comment.</li> </ul>
4	<ul style="list-style-type: none"> <li>● You can <b>write</b> two or more relevant PEEL paragraphs, showing confident use of knowledge relevant to the period (dates, names, factors) in all paragraphs and draw on concepts to make <b>comparisons</b> or <b>inferences</b> in your knowledge within the period of their question. You show confidence in at least one paragraph, developing ideas in relation to concepts/interpretations or sources that relate to the question. Vocabulary may not be used appropriately and you may be prone to over describe or use too much narration.</li> <li>● You are confident in a particular historical concept. You are starting to identify using factors and are also able to use historical knowledge selectively. This is syncing together with key historical concepts. You are able to categorise concepts in different ways (e.g. political, economic, and social).</li> <li>● You are able to demonstrate some relevant <b>evaluation</b> of the source using Nature, Origin or Purpose or satisfactory contextual information to make a simple <b>judgement</b> on <b>inferences</b>.</li> <li>● You either <b>agree or disagree</b> with the interpretation and support their view with relevant contextualised information.</li> </ul>
5	<ul style="list-style-type: none"> <li>● You are able to <b>write</b> two or more PEEL paragraphs. You use knowledge in conjunction to other assessment objectives and start to adapt your vocabulary based on the question criteria and context. You will still tend to do one or more of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis and have unsupported opinions.</li> <li>● You are confident in explaining more than one Historical concept. You begin to <b>categorise/organise</b> your response using factors and are also able to use historical knowledge selectively. This is syncing together with key historical concepts. You might be using hierarchical methods to <b>evaluate</b> the historical concepts. You will still be doing the following, but to a lesser degree: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.</li> <li>● You are able to demonstrate relevant <b>evaluations</b> using Nature, Origin and Purpose or satisfactory contextual information to make a basic <b>judgement</b> on <b>inferences</b>. These are then mostly applied to the question. You may still be doing any of the following: over describe, generalise, narrate, use inaccurate vocabulary, use unfocused analysis, and have unsupported opinions.</li> <li>● You can make relevant attempts to <b>agree and disagree</b> with the interpretation supporting your argument with a valid comment relevant to context of the interpretation. You are also attempting to <b>explain</b> why the interpretation could be valid.</li> </ul>

6	<ul style="list-style-type: none"> <li>You can <b>write</b> two or more PEEL paragraphs showing examples of independent research in conjunction and adapt your vocabulary based on the question criteria and context. <b>Analysis</b> is used in relevance to the concepts that match the question type. Your writing shows some evidence of logical planning.</li> <li>You are confident in <b>explaining</b> more than one historical concept. You are able to <b>categorise/organise</b> using factors. You are also able to use key historical knowledge selectively to strengthen your historical concepts. You might be using hierarchical methods to <b>evaluate</b> your concepts. You may be able express the complexities of these concepts (e.g. events have multiple causes and consequences) and use language confidently.</li> <li>You can demonstrate relevant <b>evaluations</b> referencing the Nature, Origin and Purpose and good contextual information. You can attempt to support <b>judgements</b> on <b>inferences</b> which can be somewhat applied to the question. You are able to demonstrate confident use of key language and relevant terminology.</li> <li>You can <b>analyse</b> the interpretation either supporting or challenging the interpretation with good contextualised knowledge of this interpretation. You can still make unsupported comments on the provenance of the interpretation.</li> </ul>
7	<ul style="list-style-type: none"> <li>You can <b>write</b> two or more PEEL paragraphs. The paragraph choices will show logical <b>planning</b> using concepts linked to the question. You have shown confidence with independent learning in conjunction to other assessment objectives and are adapting your vocabulary based on the question criteria and context. Analysis is used in relevance to the concepts that match the question type and is being consistently used.</li> <li>You are able to construct an <b>argument</b> using more than one Historical concept. You are able to organise your answer using factors and are also able to use key historical knowledge selectively to strengthen your use of historical concepts and relate it in parts to the question. You might be using hierarchical methods to <b>evaluate</b> these concepts. You may be able express the complexities of these concepts and apply contextual information such as events having multiple causes and consequences. You use key language and terminology confidently.</li> <li>You are able to demonstrate relevant <b>evaluations</b> using Nature, Origin and Purpose and specific contextual information to support <b>judgements</b> on <b>inferences</b>, which can be applied to the question. You are able to demonstrate confident use of analytical and evaluative language.</li> <li>You have <b>analysed</b> the interpretation supporting or challenging the interpretation with secure contextualised knowledge of the interpretation. You begin to make an <b>evaluation</b> on provenance, not necessarily directly linked to the question.</li> </ul>
8	<ul style="list-style-type: none"> <li>You <b>write</b> a response that is mostly concise and follows a writing structure that is mostly relevant to the question. There is application of your own research beyond the classroom. Knowledge used is mostly accurate, relevant and sophisticated but can be unfocused. Vocabulary is subject specific and used with conceptual terms.</li> <li>You can construct an answer that is <b>analytical</b> and uses multiple historical concepts. The <b>explanation</b> is linked to the questions. There is a sustained <b>argument</b> that is logical. There is a range of key historical knowledge given in support, which is mostly accurate.</li> <li>You can <b>analyse</b> and <b>evaluate</b> using Nature, Origin and Purpose and multiple sources. This means that you are able to draw upon some similarities and differences supporting your <b>judgements</b> with relevant NOP or contextualised knowledge, which is mostly relevant to the question.</li> <li>You can <b>challenge or support</b> the interpretation using a range of specific contextual knowledge. You are beginning to develop an <b>evaluation</b> based on provenance (purpose and tone) of the interpretation.</li> </ul>
9	<ul style="list-style-type: none"> <li>You can <b>write</b> a response that is concise and with a structure that is directly relevant to the question with evidence of own research completed outside the classroom. Knowledge used is accurate, relevant and sophisticated with subject specific key terminology and conceptual terms. You may still use a lot of generalisations or narration.</li> <li>You can construct an answer that is <b>analytical</b> and uses multiple concepts. The <b>explanation</b> is consistently linked to the questions with a clear sustained <b>argument</b>, which is coherent and logical.</li> <li>You can <b>analyse</b> and <b>evaluate</b> referencing the Nature, Origin and Purpose and multiple sources as well as excellent contextualised knowledge in order to sustain and demonstrate a secure understanding of <b>utility</b> and understanding in direct correlation to the question asked.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• You can <b>challenge and support</b> the interpretation using a range of precise contextual knowledge. You will also be able to develop a <b>judgement</b> based upon the provenance of the interpretation.</li></ul> |
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