

Year 9: Assessment statements

Subject: History



	Written communication	Using knowledge and information	Historical skills and understanding
<p>Mastering</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>Students can confidently explain a series of points in organised paragraphs which have links between key knowledge and include explanation to answer the question.</p> <p>Students can explain a clear judgment on the topic, giving a balanced argument which considers multiple points of view which is weighted to one side to show a consistent line of argument.</p> <p>Students can confidently analyse the content of the source, use their own knowledge and understanding of the origins of the source to create a paragraph to answer the question focus.</p> <p><i>Students confidently use a wide range of key historical words that are consistently spelt accurately with confident understanding of grammar and punctuation within their written work.</i></p>	<p>Accurate and detailed examples of key terms, dates, statistics, causes, events, and consequences are precisely selected to address the assessment questions.</p> <p>Students are confidently able to contextualise time periods and have developed a broader understanding of key themes such as power, protest, religion, monarchy, rule of law, democracy, and equality.</p>	<p>Students display confident understanding of the causes, events, consequences, and significance of key developments within the Medieval period, showing a consistent line of argument.</p> <p>Students confidently understand the similarities and differences between protests across time. Students can analyse and give a sustained judgment to show the similarities and differences between Medieval and Renaissance protests.</p> <p>Students can develop an analytical narrative that sequences events and leads to a clear outcome with links between causes, events, and consequences of the French Revolution.</p> <p>Students are confidently able to analyse sources, judging the utility of sources through creating criteria considering the reliability of the origins of the source (Nature, Author, Purpose) and whether the content of the source matches their own knowledge on the topic.</p> <p>Students display excellent chronological understanding of protest through time, understanding the extent and nature of change over time and similarities and differences between protests.</p>
<p>Advancing</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>Students begin to explain a range of points in organised paragraphs. These paragraphs are starting to have links between key knowledge and explanation.</p> <p>Students can explain in a balanced answer, which can be weighted to one side in the judgment and include some justification.</p> <p>Students begin to analyse the content of the source, use their own knowledge and understanding of the origins of the source to create a paragraph to answer the question focus.</p> <p><i>Students are able to use key historical words that are spelt accurately with good understanding of grammar and punctuation in their written work.</i></p>	<p>Accurate examples of key terms, dates, causes, events, and consequences are selected to address the question directly.</p> <p>Students can contextualise the period and have developed understanding of key themes such as power, protest, religion, monarchy, democracy, and equality.</p>	<p>Students display understanding of the causes, events, consequences, and significance of key developments within the Medieval period, showing an inconsistent line of argument.</p> <p>Students are starting to understand the similarities and differences between protests across time. Students begin to analyse and give a sustained judgment on the extent of similarity and difference between the Medieval and Renaissance protests.</p> <p>Students can develop a narrative that has sequenced events and begins to explain links between the causes, events, and consequences of the French Revolution.</p> <p>Students are able to analyse sources, judging the utility of sources by beginning to create criteria, which questions the origins of the source (Nature, Author or Purpose) and using their own knowledge to question the content of the source for the topic of the question.</p> <p>Students display chronological understanding of protest through time, understanding the extent of change over time and similarities and differences between protests.</p>

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<p>Securing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>Students describe a range of points in paragraphs. Students attempt in these paragraphs to have links between their causes, events and consequences.</p> <p>Students attempt to explain in a balanced answer, which includes multiple points of view and a simple judgment.</p> <p>Students describe the content of the source and begin to use their own knowledge and aspects of provenance in a basic paragraph.</p> <p><i>Students are able to use some key historical words, with some inconsistent accuracy in their spelling, they will begin to use more accurate grammar and punctuation in their written work.</i></p>	<p>Beginning to select and recall accurate examples of key terms, dates, causes and consequences, which are selected to address the assessment questions.</p> <p>Students can begin to contextualise the period and have developed understanding of key themes such as power, protest, religion, monarchy, democracy, and equality</p>	<p>Students display some understanding of the causes, events, consequences, and significance of key developments within the Medieval period.</p> <p>Students are starting to understand the differences between protests over time. Students can describe and give a judgment on the differences between the Medieval and Renaissance protests.</p> <p>Students begin to develop a narrative that has some sequenced events of the French Revolution and focused on a question.</p> <p>Students give inferences from the content of the source, starting to be directed at the question focus. Students may give a judgment on the utility of the source through using their own knowledge and questioning aspects of the origins of the source (Nature, Author or Purpose).</p> <p>Students display developing understanding of the chronological changes of protest across time and the differences between protests and time periods.</p>
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>Students describe the past in basic sentences and perhaps retell an event or story.</p> <p>Students describe point of views, which could also include a basic judgment.</p> <p>Students can describe the content of the source, perhaps paraphrase, or retell the source.</p> <p><i>Students will begin to use some key historical words, with inconsistent accuracy in their spelling, they will be starting to understand the grammar and punctuation they need to use in their written work.</i></p>	<p>Attempt to select examples of key terms and dates to answer a question, showing basic knowledge of cause, events and consequences of protest.</p> <p>Students attempt to contextualise the period and have started to identify key themes throughout protest such as power, religion, monarchy, democracy, and equality.</p>	<p>Students display simple understanding of key developments within the Medieval period (could be causes, events or consequences).</p> <p>Students give a simple or generalised answer with mainly statements or facts about the events, including an asserted judgment.</p> <p>Students begin to develop a simple narrative or description of some of the events of the French Revolution.</p> <p>Students attempt to comprehend inferences from the content of the source, starting to be directed at the question focus. Students may give basic comments on the reliability of the source.</p> <p>Beginning to identify chronological understanding of Protest through time and differences over time.</p>

Topics:

Medieval Protest

Renaissance Protest

Industrial Protest

Modern Protest