

Year 8: Assessment statements

Subject: History



	Written communication	Using knowledge and information	Historical skills and understanding
<p>Excellence</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 explain reasons how and why interpretations differ and quote clearly using organised paragraphs.</p> <p>Students can explain giving a balanced answer to consider multiple points of view in an organised structure to come to a clear judgment.</p> <p>Students can 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>Students can confidently explain a series of points in paragraphs which are linked and developed with organisation to the answer.</p> <p>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.</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 explain key knowledge around the lives of slaves, events and abolition of slavery, key causes for the failure of the police in the case of Jack the Ripper, causes and consequences of the First World War and the significance of the Second World War and The Holocaust.</p>	<p>Students display confident understanding of how and why interpretations differ, using inferences, quotes, and explanation of a reason why interpretations are different.</p> <p>Students can display confident understanding of the topic, able to analyse the interpretations by using key knowledge of the topic to both support and challenge the view of historians. As well as coming to a clear judgment based on key themes within historian's points of view.</p> <p>Students are confidently able to analyse sources, judging the usefulness through creating criteria considering the reliability of the origins of the source and whether the content of the source matches their own knowledge.</p> <p>Students display confident understanding of the causes and consequences of WW1 and begins to evaluate their impact and development over time.</p>
<p>Secure</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 can begin to explain reasons how and why interpretations differ and add clear quotes in a structured paragraph.</p> <p>Students can give a balanced answer, beginning to explain the views of both interpretations, and come to a clear judgment.</p> <p>Students can explain the utility of the source, using the content of the source, using their own knowledge, and understanding of the origins of the source, to create a simple paragraph to answer the question focus.</p> <p>Students being to explain a range of points in paragraphs, with links between the paragraphs beginning to be made.</p> <p>Students are able to use key historical words that are spelt accurately with good understanding of grammar and punctuation in their written work.</p>	<p>Accurate examples of key terms, dates, statistics, events, and reasons are precisely selected to address the questions.</p> <p>Students can explain key knowledge around the lives of slaves, events and abolition of slavery, key causes for the failure of the police in the case of Jack the Ripper, causes and consequences of the First World War and the significance of the Second World War and The Holocaust.</p>	<p>Students display understanding of how and why interpretations differ, using inferences, quotes and can begin to explain a reason for the difference.</p> <p>Students can display understanding of the topic and a clear judgment, using detailed knowledge to start to analyse reasons to agree or disagree with interpretations.</p> <p>Students are beginning to analyse sources, attempting to judge the usefulness through questioning parts of the origins of the source to judge the reliability and using own knowledge to question the content of the source for the topic of the question.</p> <p>Students create a developed explanation which is directly focused on causes and consequences.</p>

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<p>Developing</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 can describe how and why interpretations differ and may quote in a basic paragraph.</p> <p>Students use basic paragraphs to describe different interpretations and give reasons to make a judgment.</p> <p>Students attempt to explain the sources through the limited development for aspects of content, knowledge, or provenance in a basic paragraph.</p> <p>Students describe knowledge and begins to explain in basic paragraphs.</p> <p>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.</p>	<p>Beginning to select and recall accurate examples of key terms, dates, and events, which are selected to address the assessment questions.</p> <p>Students are beginning to be able to explain key knowledge around the lives of slaves, events and abolition of slavery, key causes for the failure of the police in the case of Jack the Ripper, causes and consequences of the First World War and the significance of the Second World War and The Holocaust.</p>	<p>Students can make inferences to describe the differences between the viewpoints of the interpretation and describe a reason for a difference.</p> <p>Students display some understanding of the topic and skill to investigate historical interpretations, using knowledge of the topic to add why they agree or disagree with these viewpoints and come to a simple conclusion.</p> <p>Students give inferences from the content of the source, starting to be directed at the focus of the question to give a judgment on the usefulness of the source. Students attempt to analyse the reliability of the provenance.</p> <p>Students are starting to give an explanation which is focused on causes or consequences.</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 can describe how and why interpretations differ and may try to use a quote in sentences.</p> <p>Students can describe the view of an interpretation and begin to give reasons within sentences.</p> <p>Students may identify the content of the sources and write this in basic sentences.</p> <p>Students describe the past in basic sentences. Perhaps retell an event.</p> <p>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.</p>	<p>Attempt to select examples of key terms and dates to answer a question, showing basic knowledge of the lives of slaves, events and abolition of slavery, key causes for the failure of the police in the case of Jack the Ripper, causes and consequences of the First World War and the significance of the Second World War and The Holocaust.</p>	<p>Students begin to show understanding of the interpretations and describe the differences between their view and state a basic reason for the difference.</p> <p>Students are beginning to show understanding of historical interpretations and make judgments on the topic. Students start to use knowledge to give reasons why they agree or disagree with an interpretation.</p> <p>Students comprehend a simple comment or paraphrase the source and may use limited knowledge of the topic to support this, as well as basic comments on the provenance of the source.</p> <p>Students write a simple and generalised answer with mainly description.</p>

Topics:

Slavery & British Empire

Crime & punishment in Victorian Britain

WW1

WW2 & Holocaust