



# Academic Achievement: Rating Descriptors

## Subject: History

### Year: 9

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will...

<b>1</b> Above the expected standard	<p>...have excellent knowledge and deep understanding of world events within the 20th Century, including the causes and consequences of WWI, Interwar Years, WWII, Victorian Britain, The Holocaust and Civil Rights.</p> <p>Students are acutely aware of how this compares to their own life and how these events are relevant to the modern world. Evidence of their outstanding knowledge and extensive independent study is reflected in their written work and their keen interest in the subject. Regular use of sophisticated historical vocabulary.</p>	<p>...confidently use a range of skills to successfully analyse sources, including the ability to:</p> <ul style="list-style-type: none"> <li>Assess the nature of interpretations and understand why they are different, and apply accurate evidence to support each view.</li> <li>Critique the content and provenance to support utility judgements.</li> <li>Apply their own knowledge to make a range of relevant and accurate inferences, considering the wider historical context.</li> </ul> <p>Students can expertly plan, organise and construct a historical essay, including:</p> <ul style="list-style-type: none"> <li>Reaching a judgement with a sustained line of argument throughout.</li> <li>Writing fluently and independently, whilst subject specific vocabulary.</li> <li>an understanding of the wider chronology of the time period and incorporating this into a historical narrative.</li> </ul>
<b>2</b> Meeting the expected standard	<p>...have good knowledge and clear understanding of events in the 20th Century, including the causes and consequences of WWI, Interwar Years, WWII, Victorian Britain, The Holocaust and Civil Rights.</p> <p>Evidence of use of historical vocabulary within extended pieces of writing and students are competent using new terms to support writing about the past. Students can link numerous concepts, ideas and knowledge to present a coherent answer/argument.</p>	<p>...competently use a range of skills to successfully analyse sources, including the ability to:</p> <ul style="list-style-type: none"> <li>explain interpretations and understand why they are different, and apply accurate evidence to support each view.</li> <li>explore the content and provenance to support utility judgements.</li> <li>make relevant and accurate inferences.</li> </ul> <p>Students can thoroughly plan, organise and construct a historical essay, including:</p> <ul style="list-style-type: none"> <li>Reaching a judgement with a generally sustained line of argument throughout.</li> <li>Writing succinctly and independently, whilst subject specific vocabulary.</li> <li>Some understanding of the wider chronology of the time period and incorporating this into an extended piece of writing.</li> </ul>
<b>3</b> Working towards the expected standard	<p>...have some knowledge and an understanding of events in the 20th Century, including the causes and consequences of WWI, Interwar Years, WWII, Victorian Britain, The Holocaust and Civil Rights.</p> <p>Little use of historical vocabulary within their writing and students sometimes use new terms to support writing about the past. Students understand some key concepts, ideas and knowledge, and may begin to form basic links between them. Some structure is apparent; however, the argument is not fully sustained.</p>	<p>...begin to understand the skills required to analyse sources, including:</p> <ul style="list-style-type: none"> <li>Describing the difference between interpretations.</li> <li>Explore some aspects of the content and provenance to make simple comments about usefulness.</li> <li>make some accurate inferences.</li> </ul> <p>Students can plan and construct a historical essay, including:</p> <ul style="list-style-type: none"> <li>Reaching a judgement within an essay.</li> <li>Writing clearly, whilst sometimes using subject specific vocabulary.</li> <li>Some understanding of the wider chronology of the time period.</li> </ul>
<b>4</b> Below the expected standard	<p>...have very limited knowledge and rudimentary understanding of events in the 20th Century, including WWI, Interwar Years, WWII, Victorian Britain, The Holocaust and Civil Rights.</p> <p>Occasional use of historical vocabulary within answers and students sometimes use key terms to support writing about the past. Students have limited understanding of key concepts, ideas and knowledge. Answers lack structure and coherence.</p>	<p>...use some skills to understand sources, including the ability to:</p> <ul style="list-style-type: none"> <li>Recognise different historical viewpoints.</li> <li>Describe the content of the source.</li> <li>Attempt to make inferences.</li> </ul> <p>Students can begin to produce a piece of historical writing, including:</p> <ul style="list-style-type: none"> <li>Expressing their own opinion.</li> <li>Writing that is often incoherent, and with limited subject specific terminology which is sometimes used incorrectly.</li> <li>Limited understanding of the wider chronology of the time period and some attempt to incorporate this into a piece of writing.</li> </ul>