



## SHFGS Assessment Criteria: Y7 HISTORY

Level Descriptor Strands	Below (B)	Working towards expected (W)	Expected Standard (E)	Above (A)	Well above/outstanding (O)
<b>Strand 1</b> Knowledge	<ul style="list-style-type: none"> <li>You demonstrate <u>some</u> knowledge and <u>superficially</u> cover the key points with a lack of depth, balance, historical detail and clear understanding.</li> <li>You may include <u>inaccuracies</u>.</li> <li>You <u>mention</u> some of the key concepts/words.</li> <li>You view historical topics in <u>isolation</u>.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>reasonable</u> subject knowledge of most key points, although some areas are understood better than others and you include relevant and mostly accurate evidence.</li> <li>You include <u>some historical detail</u> but could be developed further.</li> <li>Most of the key <u>concepts/words are mentioned</u>.</li> <li>Makes <u>some links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>good</u> subject knowledge which covers most of the key points with relevant and a mostly accurate range of evidence.</li> <li>You include <u>some specific detail</u> with detailed understanding of many areas.</li> <li>Key concepts are all covered and demonstrates <u>some understanding</u> of these.</li> <li>Makes <u>links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>very good</u> subject knowledge which covers all key points with a wide range of relevant, specific and accurate detail.</li> <li>There may be <u>some evidence of wider reading</u>.</li> <li>You demonstrate <u>understanding</u> of key concepts.</li> <li>You may bring in <u>contextual detail</u> from other areas of the course.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>outstanding</u> historical knowledge covering all key points and many additional ones with relevant, specific and accurate detail.</li> <li>There is evidence of <u>independent study and wider reading</u> of material from suitably challenging sources.</li> <li>You demonstrate <u>developed understanding</u> of key concepts.</li> <li>You make <u>detailed links</u> between different periods of study.</li> </ul>
<b>Strand 2</b> Conceptual understanding a. causation b. significance c. interpretations d. change/continuity e. similarity/difference f. evidential understanding	<ol style="list-style-type: none"> <li>You attribute causation/consequence to a <u>single factor</u>, usually short-term.</li> <li>You rely on a personal preference or <u>anecdotal evidence</u> as the basis for significance.</li> <li>You can <u>describe one</u> interpretation of the past/an event.</li> <li>You can <u>identify changes</u> but don't connect them to see patterns.</li> <li>You understand how historical experiences were <u>similar</u>.</li> <li>You can make <u>generic comments</u> on aspects of the <u>content, nature, origin and purpose of a source</u>. You read the source at <u>face value</u>.</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse more than one</u> cause/consequence and present it with <u>some explanation</u>.</li> <li>You can give or <u>describe reasons</u> why some people or events are significant.</li> <li>You can <u>describe different</u> interpretations.</li> <li>You can describe how aspects of society have <u>changed or stayed the same</u>, by <u>connecting</u> events over time.</li> <li>You understand how historical experiences were <u>similar</u> with <u>supporting evidence</u>.</li> <li>You can <u>identify</u> the uses and/or limitations of <u>either the content, nature, origin or purpose of a source without explanation</u>. You <u>begin</u> to</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse with some explanation, some causes/consequences</u> of historical events and different <u>types</u> of causes/consequences are <u>identified</u>.</li> <li>You can <u>explain some reasons</u>, without criteria, why an event/person was significant, and can begin to place the event/person's significance in a wider context.</li> <li>You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite <u>simplicistic</u> and generalised.</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse and partly explain different types</u> of <u>some causes/consequences</u> of historical events and <u>links</u> between different causes are <u>identified</u>.</li> <li>You compare reasons for and against judging something as important and <u>offer a judgment on the extent of importance</u>, with some supporting evidence.</li> <li>You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source availability and selection. This will move beyond generalised comments by <u>linking features of the interpretation together</u>.</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse and explain different types</u> of causes/consequences of historical events and they are ranked by their <u>importance</u>. <u>Most</u> causes/consequences are explained with an explanation of <u>some links</u> between the actions of historical figures and the historical context.</li> <li>You <u>analyse</u> significance in terms of short-term, medium-term and long term <u>impact</u>, with supporting evidence.</li> <li>You explain <u>some reasons</u> why different interpretations have been constructed that <u>take into account the period in which the interpretation is created and/or the period that it refers to</u>. You</li> </ol>

		make <u>inferences</u> from the source content.	<p>d. You can describe how aspects of society have <u>changed and stayed the same</u>, by <u>connecting</u> events over time.</p> <p>e. You <u>describe</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence but <u>without clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>either the content, nature, origin or purpose of a source</u>. You make <u>supported inferences</u> from the source content.</p>	<p>d. You can <u>explain the nature of change</u> with confidence, stating why it may be different for different groups in society. You can use the <u>language of change</u> to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p> <p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence and <u>clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>some aspects</u> of the content, nature, origin and purpose of a source. You make a <u>range of supported inferences</u> from the source content.</p>	<p><u>recognise</u> that some interpretations are more/less valid <u>without much justification</u>.</p> <p>d. You can <u>analyse most aspects</u> of the pace, nature and extent of change.</p> <p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar and different</u> with supporting evidence and clear conclusions. A <u>limited range</u> of features are considered.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the <u>uses and limitations of most aspects</u> of the content, nature, origin and purpose of a source. You go beyond issues of reliability in your explanation.</p> <p>May also see features of year 8 and 9 level 'O'.</p>
<b>Strand 3</b> Communication	The question is addressed but your <u>ideas are not developed</u> beyond copying text / sources or <u>stating the obvious</u> .	Your answers will address the question but may have some sections which are unfocused. Your answer will contain <u>relevant</u> historical ideas but may not be sufficiently focused to deal with the question with the rigour that was intended. Your written work <u>may lack coherence and organisation into paragraphs</u> .	Your answers will be coherent and will address the question. You develop some areas of the question, although this may not be consistent throughout the answer. Your work will be structured into <u>paragraphs but the focus may be unclear</u> . Appropriate historical vocabulary is included and generally used accurately in your work.	You establish a <u>clear argument</u> . Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. You use <u>clear paragraphs</u> containing developed and well informed points. Key historical vocabulary is incorporated into your answers.	You establish a <u>clear argument and communicate it effectively</u> . Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. Your ideas are divided into clear paragraphs, each with a clear focus, containing developed and well informed points. You make use of challenging historical terminology which is incorporated into answers. May also see features of year 8 and 9 level 'O'.



## SHFGS Assessment Criteria: Y8 HISTORY

Level Descriptor	Below (B)	Working towards expected (W)	Expected Standard (E)	Above (A)	Well above/outstanding (O)
Strands					
<b>Strand 1</b> Knowledge	<ul style="list-style-type: none"> <li>You demonstrate <u>some</u> knowledge and <u>superficially</u> cover the key points with a lack of depth, balance, historical detail and clear understanding.</li> <li>You may include <u>inaccuracies</u>.</li> <li>You <u>mention</u> some of the key concepts/words.</li> <li>You view historical topics in <u>isolation</u>.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>reasonable</u> subject knowledge of most key points, although some areas are understood better than others and you include relevant and mostly accurate evidence.</li> <li>You include <u>some historical detail</u> but could be developed further.</li> <li>Most of the key <u>concepts/words are mentioned</u>.</li> <li>Makes <u>some links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>good</u> subject knowledge which covers most of the key points with relevant and a mostly accurate range of evidence.</li> <li>You include <u>some specific detail</u> with detailed understanding of many areas.</li> <li>Key concepts are all covered and demonstrates <u>some understanding</u> of these.</li> <li>Makes <u>links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>very good</u> subject knowledge which covers all key points with a wide range of relevant, specific and accurate detail.</li> <li>There may be <u>some evidence of wider reading</u>.</li> <li>You demonstrate <u>understanding</u> of key concepts.</li> <li>You may bring in <u>contextual detail</u> from other areas of the course.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>outstanding</u> historical knowledge covering all key points and many additional ones with relevant, specific and accurate detail.</li> <li>There is evidence of <u>independent study and wider reading</u> of material from suitably challenging sources.</li> <li>You demonstrate <u>developed understanding</u> of key concepts.</li> <li>You make <u>detailed links</u> between different periods of study.</li> </ul>
<b>Strand 2</b> Conceptual understanding a. causation b. significance c. interpretations d. change/continuity e. similarity/difference f. evidential understanding	<ol style="list-style-type: none"> <li>You analyse <u>more than one</u> cause/consequence and present it with <u>some explanation</u>.</li> <li>You can give or <u>describe reasons</u> why some people or events are significant.</li> <li>You can <u>describe different</u> interpretations.</li> <li>You can describe how aspects of society have <u>changed or stayed the same</u>, by <u>connecting</u> events over time.</li> <li>You understand how historical experiences were <u>similar</u> with <u>supporting evidence</u>.</li> <li>You can <u>identify</u> the uses and/or limitations</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse with some explanation, some</u> causes/consequences of historical events and different <u>types</u> of causes/consequences are <u>identified</u>.</li> <li>You can <u>explain some reasons</u>, without criteria, why an event/person was significant, and can begin to place the event/person's significance in a wider context.</li> <li>You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite <u>simplistic</u> and generalised.</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse and partly explain different types of some</u> causes/consequences of historical events and <u>links</u> between different causes are <u>identified</u>.</li> <li>You compare reasons for and against judging something as important and <u>offer a judgment on the extent of importance</u>, with some supporting evidence.</li> <li>You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source availability and selection. This will move beyond generalised comments by <u>linking features of the interpretation together</u>.</li> <li>You can <u>explain the nature of change</u> with confidence, stating why it may be different for</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse and explain different types</u> of causes/consequences of historical events and they are ranked by their <u>importance</u>. <u>Most</u> causes/consequences are explained with an explanation of <u>some links</u> between the actions of historical figures and the historical context.</li> <li>You <u>analyse</u> significance in terms of short-term, medium-term and long term <u>impact</u>, with supporting evidence.</li> <li>You explain <u>some reasons</u> why different interpretations have been constructed that <u>take into account the period in which the interpretation is created and/or the period that it refers to</u>. You <u>recognise</u> that some interpretations are more/less valid <u>without much justification</u>.</li> <li>You can <u>analyse most aspects</u> of the pace, nature and extent of change.</li> </ol>	<ol style="list-style-type: none"> <li>You <u>analyse and explain different types</u> of causes/consequences of historical events and they are ranked by their <u>importance</u>. <u>All</u> causes/consequences are <u>explained</u> with an explanation of the <u>links</u> between the actions of historical figures and the historical context.</li> <li>You <u>analyse</u> the significance of a person or event based on <u>more than one criteria</u>, but without the application of further criteria seen in the level above.</li> <li>You explain <u>some reasons</u> why different interpretations have been constructed that take into account the period in which the interpretation is created and/or the period that it refers to. You are <u>beginning to</u></li> </ol>

	<p>of <u>either the content, nature, origin or purpose of a source without explanation</u>. You <u>begin</u> to make <u>inferences</u> from the source content.</p>	<p>d. You can describe how aspects of society have <u>changed and stayed the same</u>, by <u>connecting</u> events over time.</p> <p>e. You <u>describe</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence but <u>without clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>either the content, nature, origin or purpose of a source</u>. You make <u>supported inferences</u> from the source content.</p>	<p>different groups in society. You can use the <u>language of change</u> to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p> <p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence and <u>clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>some aspects</u> of the content, nature, origin and purpose of a source. You make a <u>range of supported inferences</u> from the source content.</p>	<p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar and different</u> with supporting evidence and clear conclusions. A <u>limited range</u> of features are considered.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the <u>uses and limitations</u> of <u>most aspects</u> of the content, nature, origin and purpose of a source. You go beyond issues of reliability in your explanation.</p>	<p><u>evaluate arguments</u> in differing interpretations and <u>integrate your own knowledge</u> to establish the <u>validity</u> of a given interpretation.</p> <p>d. You can <u>analyse all aspect</u> of the pace, nature and extent of change and continuity.</p> <p>e. You <u>explain</u> the <u>extent</u> to which historical experiences/ideas/beliefs or attitudes were <u>similar and different</u> with supporting evidence and clear conclusions. A <u>wide range</u> of features are considered.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the <u>uses and limitations</u> of <u>all aspects</u> of the content, nature, origin and purpose of a source. You use relevant and <u>precise references</u> to source content.</p> <p>May also see features of year 9 level 'O'.</p>
<p><b>Strand 3</b> Communication</p>	<p>The question is addressed but your <u>ideas are not developed</u> beyond copying text / sources or <u>stating the obvious</u>.</p>	<p>Your answers will address the question but may have some sections which are unfocused. Your answer will contain <u>relevant</u> historical ideas but may not be sufficiently focused to deal with the question with the rigour that was intended. Your written work <u>may lack coherence and organisation into paragraphs</u>.</p>	<p>Your answers will be coherent and will address the question. You develop some areas of the question, although this may not be consistent throughout the answer. Your work will be structured into <u>paragraphs but the focus may be unclear</u>. Appropriate historical vocabulary is included and generally used accurately in your work.</p>	<p>You establish a <u>clear argument</u>. Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. You use <u>clear paragraphs</u> containing developed and well informed points. Key historical vocabulary is incorporated into your answers.</p>	<p>You establish a <u>clear argument</u> and <u>communicate it effectively</u>. Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. Your ideas are divided into clear paragraphs, each with a clear focus, containing developed and well informed points. You make use of challenging historical terminology which is incorporated into answers.</p> <p>May also see features of year 9 level 'O'.</p>



## SHFGS Assessment Criteria: Y9 HISTORY

Level Descriptor	Below (B)	Working towards expected (W)	Expected Standard (E)	Above (A)	Well above/outstanding (O)
Strands					
<b>Strand 1</b> Knowledge	<ul style="list-style-type: none"> <li>You demonstrate <u>some</u> knowledge and <u>superficially</u> cover the key points with a lack of depth, balance, historical detail and clear understanding.</li> <li>You may include <u>inaccuracies</u>.</li> <li>You <u>mention</u> some of the key concepts/words.</li> <li>You view historical topics in <u>isolation</u>.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>reasonable</u> subject knowledge of most key points, although some areas are understood better than others and you include relevant and mostly accurate evidence.</li> <li>You include <u>some historical detail</u> but could be developed further.</li> <li>Most of the key <u>concepts/words are mentioned</u>.</li> <li>Makes <u>some links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>good</u> subject knowledge which covers most of the key points with relevant and a mostly accurate range of evidence.</li> <li>You include <u>some specific detail</u> with detailed understanding of many areas.</li> <li>Key concepts are all covered and demonstrates <u>some understanding</u> of these.</li> <li>Makes <u>links within</u> the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>very good</u> subject knowledge which covers all key points with a wide range of relevant, specific and accurate detail.</li> <li>There may be <u>some evidence of wider reading</u>.</li> <li>You demonstrate <u>understanding</u> of key concepts.</li> <li>You may bring in <u>contextual detail</u> from other areas of the course.</li> </ul>	<ul style="list-style-type: none"> <li>You demonstrate <u>outstanding</u> historical knowledge covering all key points and many additional ones with relevant, specific and accurate detail.</li> <li>There is evidence of <u>independent study and wider reading</u> of material from suitably challenging sources.</li> <li>You demonstrate <u>developed understanding</u> of key concepts.</li> <li>You make <u>detailed links</u> between different periods of study.</li> </ul>
<b>Strand 2</b> Conceptual understanding a. Causation b. Significance c. Interpretations d. change/continuity e. similarity/difference f. evidential understanding	<p>a. You <u>analyse with some explanation, some</u> causes/consequences of historical events and different <u>types</u> of causes/consequences are <u>identified</u>.</p> <p>b. You can <u>explain some reasons</u>, without criteria, why an event/person was significant, and can begin to place the event/person's significance in a wider context.</p> <p>c. You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source</p>	<p>a. You <u>analyse and partly explain different types of some</u> causes/consequences of historical events and <u>links</u> between different causes are <u>identified</u>.</p> <p>b. You compare reasons for and against judging something as important and <u>offer a judgment on the extent of importance</u>, with some supporting evidence.</p> <p>c. You can <u>explain how and why an interpretation may have been constructed</u> using points relating to purpose, viewpoint, background, source availability and selection. This will move beyond generalised comments by <u>linking features of the interpretation together</u>.</p>	<p>a. You <u>analyse and explain different types of</u> causes/consequences of historical events and they are ranked by their <u>importance</u>. <u>Most</u> causes/consequences are explained with an explanation of <u>some links</u> between the actions of historical figures and the historical context.</p> <p>b. You <u>analyse</u> significance in terms of short-term, medium-term and long term <u>impact</u>, with supporting evidence.</p> <p>c. You explain <u>some reasons</u> why different interpretations have been constructed that <u>take into account the period in which the interpretation is created and/or the period that it refers to</u>. You <u>recognise</u> that some interpretations are more/less valid <u>without much justification</u>.</p>	<p>a. You <u>analyse and explain different types of</u> causes/consequences of historical events and they are ranked by their <u>importance</u>. <u>All</u> causes/consequences are <u>explained</u> with an explanation of the <u>links</u> between the actions of historical figures and the historical context.</p> <p>b. You <u>analyse</u> the significance of a person or event based on <u>more than one criteria</u>, but without the application of further criteria seen in the level above.</p> <p>c. You explain <u>some reasons</u> why different interpretations have been constructed that take into account the period in which the interpretation is created and/or the period that it refers to. You are <u>beginning to evaluate arguments</u> in differing interpretations and <u>integrate your own knowledge</u> to</p>	<p>a. You consider the <u>views of different historians</u>, showing knowledge of those historians and awareness of the reasons why it is difficult to evaluate causes/consequences. Other arguments are tackled and rejected for defensible reasons. You <u>compare causes/consequences</u> with other periods of history.</p> <p>b. You show significance as <u>varying</u> over time and from group to group. You <u>apply and justify significance criteria</u> (e.g. remembered, remarkable, resonant, resulting in change, revealing) to events/people over a chronological range.</p> <p>c. You explain a <u>range of reasons</u> why different interpretations have been constructed that take into account the period</p>

	<p>availability and selection. This may remain quite <u>simplistic</u> and generalised.</p> <p>d. You can describe how aspects of society have <u>changed and stayed the same</u>, by <u>connecting</u> events over time.</p> <p>e. You <u>describe</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence but <u>without clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>either the content, nature, origin or purpose of a source</u>. You make <u>supported inferences</u> from the source content.</p>	<p>d. You can <u>explain the nature of change</u> with confidence, stating why it may be different for different groups in society. You can use the <u>language of change</u> to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p> <p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar or different</u> with supporting evidence and <u>clear conclusions</u>.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the uses <u>and/or</u> limitations of <u>some aspects</u> of the content, nature, origin and purpose of a source. You make a <u>range of supported inferences</u> from the source content.</p>	<p>d. You can <u>analyse most aspects</u> of the pace, nature and extent of change.</p> <p>e. You <u>explain</u> how historical experiences/ideas/beliefs or attitudes were <u>similar and different</u> with supporting evidence and clear conclusions. A <u>limited range</u> of features are considered.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the <u>uses and limitations</u> of <u>most aspects</u> of the content, nature, origin and purpose of a source. You go beyond issues of reliability in your explanation.</p>	<p>establish the <u>validity</u> of a given interpretation.</p> <p>d. You can <u>analyse all aspect of</u> the pace, nature and extent of change and continuity.</p> <p>e. You <u>explain</u> the <u>extent</u> to which historical experiences/ideas/beliefs or attitudes were <u>similar and different</u> with supporting evidence and clear conclusions. A <u>wide range</u> of features are considered.</p> <p>f. You can analyse and evaluate (<u>explain</u>) the <u>uses and limitations</u> of <u>all aspects</u> of the content, nature, origin and purpose of a source. You use relevant and <u>precise references</u> to source content.</p>	<p>in which the interpretation is created and the period that it refers to. You can <u>evaluate arguments</u> in differing interpretations and <u>integrate your own knowledge</u> to establish the <u>validity</u> of a given interpretation.</p> <p>d. You can <u>analyse all aspects</u> of the pace, nature and extent of change and continuity. You can <u>explain why some changes are more significant</u>.</p> <p>e. Building on below, you consider more <u>subtle</u> conclusions. You make a clear <u>overall judgement</u>.</p> <p>f. Building on the level below, you can also form an <u>overall judgement on source utility</u> that takes <u>all</u> features of the source into account. Excellent <u>contextual knowledge</u> is used in the process of analysing the sources.</p>
<p><b>Strand 3</b> Communication</p>	<p>The question is addressed but your <u>ideas are not developed</u> beyond copying text / sources or <u>stating the obvious</u>.</p>	<p>Your answers will address the question but may have some sections which are unfocused. Your answer will contain <u>relevant</u> historical ideas but may not be sufficiently focused to deal with the question with the rigour that was intended. Your written work <u>may lack coherence and organisation into paragraphs</u>.</p>	<p>Your answers will be coherent and will address the question. You develop some areas of the question, although this may not be consistent throughout the answer. Your work will be structured into <u>paragraphs but the focus may be unclear</u>. Appropriate historical vocabulary is included and generally used accurately in your work.</p>	<p>You establish a <u>clear argument</u>. Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. You use <u>clear paragraphs</u> containing developed and well informed points. Key historical vocabulary is incorporated into your answers.</p>	<p>You establish a <u>clear argument</u> and <u>communicate it effectively</u>. Your written answers are clearly expressed and show <u>reasonable organisation</u> in the presentation of material. Your ideas are divided into clear paragraphs, each with a clear focus, containing developed and well informed points. You make use of challenging historical terminology which is incorporated into answers.</p>