



Subject Level Descriptor

Department	History	Year Group	Y7	Assessment	Causes of the collapse of the Roman Empire
Assessment Summary	<p>Students will answer some short answer questions based around key terminology and then do a timeline test to check their chronological understanding.</p> <p>They will then write an essay on the following question: 'Why did the Roman Empire collapse?' <u>Second order concept:</u> causation (this means that we are assessing students' ability to think critically about <i>why</i> an event in the past happened)</p>				

	Level Descriptor	What this might look like
Level 1	<p>Student has a limited sense of chronology. They may be able to explain some relevant substantive concepts.</p> <p>They are able to say some things of relevance to the question.</p> <p>They may not have attempted an extended piece of writing or students may be heavily dependent on additional support in order to do this.</p>	<p>They struggle to understand key concepts such as 'empire'.</p> <p>They know some facts about the Romans.</p> <p>They have understood some ideas which they draw heavily on e.g. Roman soldiers or the Roman army.</p>
Level 2	<p>Student has some sense of chronology and can give a basic definition of some key substantive concepts.</p> <p>They are able to describe some reasons why the Roman empire collapsed with some brief evidence or explanation in places.</p> <p>They may not have attempted an essay structure, or may struggle to organise their ideas.</p>	



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Level 3	<p>Student has a sense of chronology and can give a basic definition of key substantive concepts.</p> <p>They are able to describe a range of causes of the collapse of the Roman empire, although these might not always be explained or substantiated.</p> <p>The essay is well written and there is some structure, although it may be largely narrative.</p>	<p>A focus on simpler reasons e.g. poor leadership like Honorius was mad as he prioritised his chicken over the city of Rome.</p> <p>Struggles to link back to the question: explaining coherently <i>how</i> poor leadership or an overstretched empire <i>led to its collapse</i> (rather than just being a problem).</p> <p>Application of modern day ideas about leadership/governance rather than seeing the <i>difference</i> with today's world; or seeing it simply that all Roman Emperors were stupid or mad or <i>not at all</i> like modern day leaders.</p>
Level 4	<p>Student has a good sense of chronology and relevant substantive concepts.</p> <p>They are able to explain several causes of the collapse of the Roman Empire using some detail.</p> <p>The essay is well written and there is a clear structure.</p>	
Level 5	<p>Student has a strong sense of chronology and is able to define relevant substantive concepts clearly.</p> <p>They are able to explain several causes of the collapse of the Roman Empire using precise factual detail. They may be able to start linking different causes or prioritising them.</p> <p>The essay is well written and there is a clear structure. There is a conclusion which offers some meaningful analysis about the question, such as which reason is the most important.</p>	<p>An understanding that there is a historical <i>debate</i> surrounding the collapse of the Roman Empire.</p> <p>An awareness that there can be more than one cause, and that causes can be linked e.g. geography and poor leadership.</p> <p>Paragraphs often have evidence and explanation, and are starting to explain not just why there were problems but why the empire collapsed.</p> <p>Clear understanding of what an empire is and how it runs, perhaps drawing on contextual historical knowledge from</p>



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		<p>primary school.</p> <p>Students have built wide ranging knowledge, for example about different individual emperors and barbarian tribes.</p>
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