

**Subject Level Descriptor**

<b>Department</b>	<b>History</b>	<b>Year Group</b>	<b>Y9</b>	<b>Assessment</b>	<b>Causes of the First World War</b>
<b>Assessment Summary</b>	<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:          'Militarism was the most important cause of WW1.' How far do you agree?  <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>				

	<b>Level Descriptor</b>	<b>What this might look like</b>
<b>Level 1</b>	<p>Student has a limited sense of chronology. They may be able to explain some relevant substantive concepts.</p> <p>They are able to describe some causes of WW1 and give some facts or ideas which are relevant to the question.</p> <p>The essay may lack coherence or a clear structure, or students may be heavily dependent on additional support to structure a piece of extended writing.</p>	<p>Some knowledge about the causes of WW1.</p> <p>Factual mistakes or inaccuracies.</p> <p>Misunderstanding or avoidance of concepts such as nationalism or militarism.</p> <p>Muddled or unclear ideas about the causes of WW1, or an over-reliance on one idea they have understood more clearly (e.g. it is all about militarism).</p> <p>Concepts understood at a basic level such as militarism being wanting to have an army and therefore there was a war (so it is <i>detached</i> from historical understanding of WW1).</p>



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<b>Level 2</b>	<p>Student has some sense of chronology or relevant substantive concepts.</p> <p>They are able to give some reasons why WW1 happened, although their explanation and precise factual detail may be lacking.</p> <p>The essay will have some structure, although it may largely be narrative. There may be a judgement but it will not be justified.</p>	
<b>Level 3</b>	<p>Student has a sense of chronology and can explain relevant substantive concepts.</p> <p>They are able to describe a range of causes of WW1 and either explain these clearly or are able to give precise factual detail. They may attempt to use some causation language.</p> <p>The essay is well written and there is some structure, although it may be largely narrative. They will have a judgement but it may not be justified.</p>	<p>An over-reliance on the assassination of the Archduke in explaining the war.</p> <p>Some good knowledge but a lack of engagement with the precise <i>question</i> of militarism <i>or</i> unsubstantiated.</p> <p>Could be a narrative account telling the story of the assassination of the Archduke and the short term causes.</p> <p>Lack of understanding of the <i>long term</i> nature of several of the causes such as imperialism.</p>
<b>Level 4</b>	<p>Student has a good sense of chronology and relevant substantive concepts.</p> <p>They are able to explain the causes of WW1 using precise factual detail. They can see that there is more than one cause, but might not be able to convincingly demonstrate the relationships between causes using causation language.</p> <p>The essay is well written and structured with an argument which they have attempted to justify.</p>	

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<p><b>Level 5</b></p>	<p>Student has a strong sense of chronology and is able to define relevant substantive concepts clearly.</p> <p>They are able to explain the causes of WW1 using precise factual detail. They are able to see that causes are linked together and confidently use causation language to put forward a judgement on the question. They may use the ideas of historians to explain their points of view.</p> <p>The essay is well written and structured with a consistent argument which they have justified persuasively.</p>	<p>An understanding that there is a historical <i>debate</i> surrounding the causes of WW1, which is usually based around the different weighting given to causes.</p> <p>Understanding of more challenging examples: sees the assassination of the Archduke as a <i>trigger</i> of the war and an example of nationalism within the broader context of the situation in the Balkans.</p> <p>Evidence of wider contextual knowledge e.g. draws on understanding of the British Empire from Y8.</p> <p>Has a complex and <i>multi-causal</i> argument with criteria and engages with the question e.g. militarism, but specifically Prussian militarism; militarism is less important than imperialism for explaining a <i>world war</i>.</p>
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