

**Subject Level Descriptor Template**

<b>Department</b>	<b>History</b>	<b>Year Group</b>	<b>Y8</b>	<b>Assessment</b>	<b>English Civil 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:          What was the most important reason for the English Civil War?  <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 the English Civil War 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 the English Civil War.</p> <p>Factual mistakes or inaccuracies.</p> <p>Misunderstanding or avoidance of concepts such as parliament or monarchy.</p> <p>Muddled or unclear ideas about the causes of the English Civil War or an over-reliance on one idea they have understood more clearly (e.g. it was all because King Charles I was a weak leader).</p> <p>Concepts understood at a basic level such as parliament and the king falling out, but without really knowing what this means.</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 the English Civil War 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 the English Civil War and either explain these clearly or are able to give precise factual detail.</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 one factor (e.g. King Charles' personality) in explaining the war.</p> <p>Some good knowledge but a lack of engagement with the precise <i>question</i> of the 'most important' reason <i>or</i> unsubstantiated ideas.</p> <p>Could be a narrative account telling the story of the English Civil War, albeit in more detail than Level 1 or 2.</p> <p>Lack of understanding of links between different factors or relative importance of the facts.</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 the English Civil War using precise factual detail. They can see that there is more than one cause, but might not be able to convincingly demonstrate the relationships in terms of relative importance.</p> <p>The essay is well written and structured with an argument</p>	

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	<p>which they have attempted to justify.</p>	
<b>Level 5</b>	<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 the English Civil War using precise factual detail. They are able to see that causes are linked together and confidently make a judgement on the most important cause. They may begin to link causes together or use a clear sense of the wider period to help support their argument.</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 the English Civil War, and that causes are connected. Understanding that you cannot completely disregard one cause but that this is a <i>complex</i> debate.</p> <p>Understanding of more challenging examples e.g. sees the links between religion and understanding of the divine right of kings.</p> <p>Evidence of wider contextual knowledge e.g. draws on understanding of religious change of the C15th and C16th from the Tudors.</p> <p>Has a complex and <i>multi-causal</i> argument with criteria and engages with the question e.g. clearly states which is the most important and why it is more important than other causes.</p>