

**Subject Level Descriptor Template**

<b>Department</b>	<b>History</b>	<b>Year Group</b>	<b>Y9</b>	<b>Assessment</b>	<b>Second 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:          Why was World War One not the 'war to end all wars'?</p> <p><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 WW2 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 WW2</p> <p>Factual mistakes or inaccuracies.</p> <p>Misunderstanding or avoidance of events such as the policy of appeasement or the Great Depression.</p> <p>Muddled or unclear ideas about the causes of WW2 or an over-reliance on one idea they have understood more clearly (e.g. it was all because of Hitler).</p> <p>Concepts understood at a basic level such as the Nazis wanting war but detached from any nuance about why this specific war happened in 1939.</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 WW2 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 WW2 and to engage with the idea of WW1 not being the ‘war to end all wars’. They either explain these reasons 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 one factor (e.g. the Nazis and Hitler) when explaining the causes of the war.</p> <p>Some good knowledge but a lack of engagement with the precise <i>question</i> of why the peace promised after WW1 failed to be sustained.</p> <p>Could be a narrative account telling the story of the 1920s and 1930s, albeit in more detail than Level 1 or 2.</p> <p>Lack of understanding of links between different factors and the interplay in the narrative between these.</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 WW2 using precise factual detail. They can see that there is more than one cause, but might not be able to convincingly demonstrate the relationships using causation language.</p>	

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	<p>The essay is well written and structured with an argument 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 WW2 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 engage with the precise question set and see the failure of the world to sustain peace after WW1.</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, 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 role of the League of Nations in encouraging Hitler that countries like Britain and France would not intervene.</p> <p>Evidence of wider contextual knowledge e.g. draws on understanding of causes of war from WW1.</p> <p>Has a complex and <i>multi-causal</i> argument with criteria and engages with the question e.g. able to weigh up the certainty that a leader like Hitler would come to power and then take the country to war.</p>