Units 3 and 4 Revolutions Area of Study 1: An example analysis of the relative difficulty of each skill in each range

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| **Characteristic of study** | **DESCRIPTOR: typical performance in each range** |
|  | **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| **Ask historical questions**  | Ask relevant questions. |   | Ask specific, open-ended questions. | Ask questions that explore the causes of the revolution. | Use questions to direct inquiry. |   | Ask sub-questions that help answer central question. |   |   | Evaluate how effectively questions guide the historical inquiry. |   |   |
| **Use sources as evidence** | Identify content of source(s). |  | Describe content of source(s) |  |  Explain context of source(s). | Explain meaning/inferences of source(s).  |  | Explains purpose of source(s). | Discuss relationship between content, context, and purpose of source(s). |  |   |   |
|  |  | Identify reliable content of a source | Identify useful content of a source. | Describe the reliability and/or usefulness of source(s).  | Categorise features of source(s) based on reliability and usefulness as evidence. |  | Corroborate sources to determine reliability and/or usefulness. | Explain how/why source(s) are reliable and useful as evidence. |  | Evaluate the reliability and usefulness of source(s) as evidence. |  |
| **Explore historical perspectives** | Identify a perspective from the past. |   | Summarise perspective(s) from the past |   |   | Explain perspective(s) of people in their historical context. | Compare perspectives from the past. | Determine how events, ideas, individuals and popular movements influenced perspectives from the past. |   |   | Analyse how perspectives have changed and/or remained the same over time. |   |
| **Use historical interpretations** |   | Identify a historian’s interpretation | Summarise a historian’s interpretation  |   |   | Explain a historian’s interpretation. | Question a historian(s) interpretation. |   | Compare historians’ interpretations.  |   |   | Evaluate historian’s interpretations. |
| **Analyse cause and consequence** | Identify a cause. | Describe cause(s)  |   | Explain how events, ideas, individuals or popular movements caused the revolution. | Distinguish between long-term causes and short-term triggers.  |   |   | Explain why events, ideas, individuals or popular movements have varying levels of influence in causing the revolution. |   | Analyse how causes affect each other and have intended/unintended consequences. |   |   |
| **Identify continuity and change** | Identify a continuity. |   | Describe how a continuity occurred |   | Describe how a pattern of continuity can vary in pace and direction. | Explain why continuity occurred. |   | Analyse how ideas, individuals or popular movements contributed to continuity. |   |   | Evaluate the overall extent of continuity and change by referring to events, ideas, individuals *and* popular movements. |   |
| Identify a change. |  | Describe how a change occurred |  | Describe how a pattern of change can vary in pace and direction. | Explain why change occurred. |  | Analyse how ideas, individuals or popular movements contributed to change. |  |  |  |
| **Establish historical significance** |   | Identify historical significance | Describe historical significance |   |   | Explain why events, ideas, individuals and popular movements were historically significant. | Determine historical significance from sources. |   | Use explicit criteria to determine historical significance. |   | Evaluate historical significance using multiple types of evidence and sources. |   |
| **Construct historical arguments** | Identifies accurate knowledge in response to a question.  |  | Writes narrative in response to a question |  | Identifies key ideas for a historical argument in response to a question.  | Select appropriate knowledge and evidence from source(s) in response to a question. | Use relevant knowledge and evidence in response to a question.  |  | Explains the relationship between historical knowledge, evidence, and concepts in response to a question. |   | Synthesis of knowledge, evidence, and concepts into a historical argument. |   |