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. |  |