



# Humanities - Age Related Expectations Year 7 Pathways



	Explanation Skills	Evaluation Skills	Literacy/ Key Words
P a t h w a y  1 - 3	1 <b>Identifies</b> some of the key issues, events or features being studied. Writes <b>basic, brief descriptions</b> with <b>varying degree of accuracy</b> .	<b>Makes unsupported comments</b> that are not consistently relevant to the topic.	Some sentences are <u>focused on the topic</u> and some will be relevant to the topic/ question. Answers lack overall structure. <b>Identifies some</b> key subject specific language.
	2 <b>Identifies &amp; briefly describes</b> the issues, events or features being studied. Starts to produce a <b>more accurate</b> level of description (not explanation).	<b>Makes unsupported comments</b> based on personal opinion.	Most sentences are <u>focused on the topic</u> and some will be relevant to the topic / question. Answers lack overall structure. <b>Identifies some</b> key subject specific language and can <b>sometimes accurately identify</b> where it would be appropriate.
	3 <b>Describes with some accuracy</b> the issues, events or features being studied. Uses <b>some accurate evidence</b> in their descriptions. Starts to make <b>some unsupported comments relevant</b> to the question.	<b>Makes unsupported relevant comments</b> based on their personal opinion & topic.	All sentences are relevant to the topic. Most sentences are <b>focused on the topic</b> rather than the question. Starts to develop <b>arguments</b> that <u>start to answer the question</u> . <b>Identifies some</b> key subject specific language. <b>Most of the time, can accurately identify</b> where it would be appropriate.
	4 <b>Describes with greater accuracy</b> the issues, events or features being studied. Uses <b>accurate evidence</b> in their descriptions. <b>OR</b> <b>Makes some unsupported comments relevant</b> to the question.	<b>Makes unsupported comments</b> relevant to the content of their explanation & topic. Can <b>accurately identify</b> positives and negatives within a topic.	All sentences are relevant to the topic. Most sentences are <b>focused on the question</b> rather than the topic. <b>Most Unsupported arguments</b> will be <u>focused on answering the question</u> . <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.

		Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y  4 - 6	1	<p><b>Describes with some accuracy</b> the issues, events or features being studied. Uses <b>some accurate evidence</b> in their descriptions.</p> <p>Starts to make <b>some unsupported comments relevant</b> to the question.</p>	<p><b>Makes unsupported relevant comments</b> based on their personal opinion &amp; topic.</p>	<p>Sentences are <u>sometimes</u> focused on the topic but some will be focused on the question. Starts to develop <b>unsupported arguments</b> that start to answer the question. <b>Identifies some</b> key subject specific language. <b>Most of the time, can accurately identify</b> where it would be appropriate.</p>
	2	<p><b>Describes with greater accuracy</b> the issues, events or features being studied. Uses <b>accurate evidence</b> in their descriptions. <b>OR</b> <b>Makes mostly unsupported comments relevant</b> to the question.</p>	<p><b>Forms unsupported judgements</b> based on their personal opinion and the topic.</p> <p><b>Identifies basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons.</p>	<p>Sentences are <u>more</u> focused on the question rather than the topic. Starts to develop <b>unsupported arguments</b> that are <u>focused on answering the question</u>.  <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.</p>
	3	<p><b>Consistently unsupported comments relevant</b> to the question. AND/ OR <b>Starts to explain their answers</b> giving 1-2 simple reasons and basic evidence to support their points.</p>	<p><b>Forms unsupported judgements</b> relevant to the question &amp; topic.</p> <p>OR <b>Summarises some</b> of the Key Points.</p> <p><b>Identifies &amp; Describes basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. What is good or bad about things)</p>	<p><b>Starts</b> to develop <b>PEE paragraphs/ arguments</b> that are focused on the question.</p> <p><b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.</p>
	4	<p><b>Some of</b> the answer is <b>explained using 1-2 simple reasons and some basic evidence</b>.</p> <p>There may be <b>some unsupported comments/ accurate description</b> relevant to the topic.</p>	<p><b>Forms an unsupported judgement and conclusion</b> that is consistent with their main arguments/ main question.</p> <p>OR <b>Summarises most</b> of the Key Points.</p> <p><b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)</p>	<p>There is a <b>PEE structure</b> to <b>some</b> of the writing that answers the question.</p> <p><b>Can define most</b> key subject specific language. <b>Can accurately identify and start to appropriately apply</b> key terms/ language.</p>

	Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y  7 - 9	1 <b>Describes with accuracy</b> the issues, events or features being studied. Uses <b>accurate evidence</b> in their descriptions. <b>OR</b> <b>Makes mostly unsupported comments relevant</b> to the question.	<b>Forms unsupported judgements</b> based on their personal opinion and the topic.  <b>Identifies basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons.	Sentences are more focused on the question rather than the topic. Starts to develop <b>unsupported arguments</b> that are <u>focused on answering the question</u> .  <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.
	2 <b>Some of</b> the answer is <b>explained using 1-2 simple reasons and some basic evidence</b> .  There may be <b>some unsupported comments/ accurate description</b> relevant to the topic.	<b>Forms an unsupported judgement and conclusion</b> that is consistent with their main arguments/ main question. OR <b>Summarises most</b> of the Key Points.  <b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a <b>developing PEE structure</b> to <b>some of</b> the writing that answers the question.  <b>Can define most</b> key subject specific language. <b>Can accurately identify and start to appropriately apply</b> key terms/ language.
	3 <b>Most of</b> the answer is <b>explained using 1-2 basic reasons and evidence</b> to support their points.  There may be <b>some unsupported comments/ accurate description</b> relevant to the topic.	<b>Forms an unsupported judgement and conclusion</b> that is consistent with their main arguments/ main question. OR <b>Summarises all</b> the Key Points.  <b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is an <b>emerging PEE structure</b> to <b>most of</b> the writing that answers the question and is <b>consistently applied</b> .  <b>Consistently Defines and accurately applies some</b> key subject specific language.
	4 The answer is <b>mostly explained using 1-2 detailed reasons and evidence</b> to support their points.  <b>Starts to explain their ideas fully</b> by using a variety reasons and a range of detailed evidence/ perspectives to explain their points.	<b>Forms a coherent but unsupported judgement and conclusion</b> that <b>prioritises</b> the key issues, factors, or perspectives. OR <b>Summarises all</b> the Key Points.  <b>Identifies &amp; Explains more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a <b>clear PEE structure</b> to most of the writing that answers the question and is <b>consistently applied</b> .  <b>Consistently defines and accurately applies</b> key subject specific language.



# Humanities - Age Related Expectations Year 8 Pathways



	Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y  1 - 3	<b>1</b> <b>Answers offer a range of unsupported comments</b> relevant to the question. <b>OR</b> <b>Describes with consistent accuracy</b> the issues, events or features being studied. Uses <b>accurate evidence &amp; facts</b> in their descriptions.	<b>Makes unsupported judgements</b> relevant to the content of their explanation & topic. Can <b>accurately identify &amp; describe</b> positives and negatives within a topic.	All sentences are relevant to the topic. <b>Most Unsupported arguments</b> will be <u>focused on answering the question.</u>  <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.
	<b>2</b> <b>Most arguments are unsupported but relevant</b> to the question. Uses <b>accurate evidence &amp; facts</b> in descriptions that are not fully connected to comments/ explanations.	<b>Forms unsupported judgements</b> relevant to the question & topic.  Can <b>accurately identify &amp; describe</b> positives and negatives within a topic.	<b>All unsupported arguments</b> are <u>focused on answering the question.</u>  <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.
	<b>3</b> <b>Consistently makes unsupported comments relevant</b> to the question. AND/ OR <b>Starts to explain their answers</b> giving 1-2 simple reasons and basic evidence to support their points.	<b>Forms unsupported judgements</b> relevant to the question & topic.  <b>Identifies &amp; Describes basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. What is good or bad about things)	<b>Starts to develop PEE paragraphs/ arguments</b> that are consistently focused on the question.  <b>Identifies some</b> key subject specific language. <b>Consistently and accurately identify</b> where it would be appropriate.
	<b>4</b> <u>Some of the answer is explained using 1-2 simple reasons and some basic evidence.</u>  There may be <b>some unsupported comments/ accurate description</b> relevant to the topic.	<b>Forms an unsupported judgement and conclusion</b> that is consistent with their main arguments/ main question.  <b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a <b>PEE structure to some</b> of the writing that answers the question.  <b>Can define most</b> key subject specific language. <b>Can accurately identify and start to appropriately apply</b> key terms/ language.

	Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y  4 - 6	1 <b>Most of the answer is explained</b> using 1-2 <u>basic reasons and evidence</u> to support their points.	<b>Forms an unsupported judgement and conclusion</b> that is consistent with their main arguments/ main question.  OR <b>Summarises all</b> the Key Points.  <b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a <b>clear PEE structure</b> to most of the writing that answers the question and is <b>consistently applied</b> .  <b>Consistently Defines and accurately applies some</b> key subject specific language.
	2 The answer is <b>consistently explained</b> using 1-2 <u>basic reasons and evidence</u> to support their points.  There may be <b>some detailed facts and evidence / explanation of perspectives</b> .	<b>Starts to support judgements</b> that are consistent with their main arguments/ main question.  <b>Identifies &amp; Explains basic categories</b> of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a <b>clear PEE structure</b> to the writing that answers the question and is <b>consistently applied</b> .  <b>Consistently defines and accurately applies most</b> of the key subject specific language.
	3 The answer is <b>consistently explained</b> using 1-2 <u>detailed reasons and evidence</u> to support their points.  <b>Starts to explain their ideas fully</b> by using <u>a range of reasons and a range of detailed evidence/ perspectives</u> to explain their points.	<b>Provides some support for judgements and conclusions</b> based on the evidence that <b>prioritises</b> the key issues, factors, or perspectives.  <b>Identifies &amp; Explains more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is an <b>emerging PEEL structure</b> to the writing that answers the question.  Starts to show <b>Explanations</b> and <b>Link</b> back to the Question.  <b>Consistently defines and accurately applies most</b> of the key subject specific language.
	4 <b>Some of the answer is fully explained</b> by using a <u>range of reasons and a range of detailed evidence/ perspectives</u> to explain their points.  The answer will <b>consistently use at least 1-2 examples of detailed evidence/ perspectives</b> to explain their points.	<b>Provides coherent supported judgements and conclusions</b> that <b>prioritise</b> the key issues, factors, or perspectives  <b>Identifies &amp; Explains more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a <b>developing PEEL structure</b> to the writing that answers the question and is <b>consistently applied</b> .  There are <b>some Explanations</b> and <b>Link</b> back to the Question.  <b>Consistently defines and accurately applies all required</b> key subject specific language.

	Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y  7 - 9	1  The answer is <b>consistently explained</b> using <u>1-2 detailed reasons and evidence</u> to support their points.  <b>Starts to explain their ideas fully</b> by using a variety reasons and a range of detailed evidence/ perspectives to explain their points.	<b>Provides some support for judgements and conclusions</b> based on the evidence that <b>prioritises</b> the key issues, factors, or perspectives.  <b>Identifies &amp; Explains more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is an <b>emerging PEEL structure</b> to the writing that answers the question.  Starts to show <b>Explanations</b> and <b>Link</b> back to the Question.  <b>Consistently defines and accurately applies most</b> of the key subject specific language.
	2  <b>Some</b> of the answer is <b>fully explained</b> by using a <u>range of reasons and a range of detailed evidence/ perspectives</u> to explain their points.  The answer will <b>consistently</b> use <u>at least 1-2 examples of detailed evidence/ perspectives</u> to explain their points.	<b>Provide supported judgements and conclusions</b> that <b>prioritise</b> the key issues, factors, or perspectives  <b>Identifies &amp; Explains more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a <b>developing PEEL structure</b> to the writing that answers the question and is <b>consistently applied</b> .  There are <b>some Explanations</b> and <b>Links</b> back to the Question.  <b>Consistently defines and accurately applies all required</b> key subject specific language.
	3  <b>Most</b> of the answer is <b>fully explained</b> by using a <u>range of reasons and a range of detailed evidence/ perspectives</u> to explain their points.  The answer will <b>consistently</b> use <u>at least 1-2 examples of detailed evidence/ perspectives</u> to explain their points.	<b>Supported Judgements</b> that <b>start to evaluate the relative significance</b> of key issues, factors, or perspectives.  <b>Explains &amp; Starts to Evaluate (how far) more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a <b>clear PEEL structure</b> to the writing that answers the question and is <b>consistently applied</b> .  <b>Explanations</b> and <b>Links</b> back to the Question will <u>sometimes explain the relevance or importance</u> of the Point and Evidence.  <b>Starts to assess and accurately apply all required</b> key subject specific language.
	4  The answer is <b>consistently explained</b> using a <u>range of reasons and a range of detailed evidence/ perspectives</u> to explain their points.  The answer will <b>consistently</b> use <u>a range of detailed evidence/ perspectives</u> to explain their points.	<b>Supported Judgements</b> that <b>evaluate the relative significance</b> of key issues, factors, or perspectives.  <b>Explains &amp; Starts to Evaluate (how far) more complex categories</b> of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a <b>consistent PEEL structure</b> to the writing that answers the question and is <b>consistently applied</b> .  <b>Explanations</b> and <b>Links</b> back to the Question <u>consistently explain the relevance or importance</u> of the Point and Evidence.  <b>Sometimes assesses and accurately applies all required</b> key subject specific language.