



Humanities - Age Related Expectations Year 7 Pathways



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

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

	Explanation Skills	Evaluation Skills	Literacy / Key Words
P a t h w a y 7 - 9	1 Describes with accuracy the issues, events or features being studied. Uses accurate evidence in their descriptions. OR Makes mostly unsupported comments relevant to the question.	Forms unsupported judgements based on their personal opinion and the topic. Identifies basic categories 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 unsupported arguments that are <u>focused on answering the question</u> . Identifies some key subject specific language. Consistently and accurately identify where it would be appropriate.
	2 Some of the answer is explained using 1-2 simple reasons and some basic evidence . There may be some unsupported comments/ accurate description relevant to the topic.	Forms an unsupported judgement and conclusion that is consistent with their main arguments/ main question. OR Summarises most of the Key Points. Identifies & Explains basic categories of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a developing PEE structure to some of the writing that answers the question. Can define most key subject specific language. Can accurately identify and start to appropriately apply key terms/ language.
	3 Most of the answer is explained using 1-2 basic reasons and evidence to support their points. There may be some unsupported comments/ accurate description relevant to the topic.	Forms an unsupported judgement and conclusion that is consistent with their main arguments/ main question. OR Summarises all the Key Points. Identifies & Explains basic categories of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is an emerging PEE structure to most of the writing that answers the question and is consistently applied . Consistently Defines and accurately applies some key subject specific language.
	4 The answer is mostly explained using 1-2 detailed reasons and evidence to support their points. Starts to explain their ideas fully by using a variety reasons and a range of detailed evidence/ perspectives to explain their points.	Forms a coherent but unsupported judgement and conclusion that prioritises the key issues, factors, or perspectives. OR Summarises all the Key Points. Identifies & Explains more complex categories of factors/ perspectives; e.g. strengths and weaknesses; push and pull; long vs short term.	There is a clear PEE structure to most of the writing that answers the question and is consistently applied . Consistently defines and accurately applies 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	1 Answers offer a range of unsupported comments relevant to the question. OR Describes with consistent accuracy the issues, events or features being studied. Uses accurate evidence & facts in their descriptions.	Makes unsupported judgements relevant to the content of their explanation & topic. Can accurately identify & describe positives and negatives within a topic.	All sentences are relevant to the topic. Most Unsupported arguments will be <u>focused on answering the question</u> . Identifies some key subject specific language. Consistently and accurately identify where it would be appropriate.
	2 Most arguments are unsupported but relevant to the question. Uses accurate evidence & facts in descriptions that are not fully connected to comments/ explanations.	Forms unsupported judgements relevant to the question & topic. Can accurately identify & describe positives and negatives within a topic.	All unsupported arguments are <u>focused on answering the question</u> . Identifies some key subject specific language. Consistently and accurately identify where it would be appropriate.
	3 Consistently makes unsupported comments relevant to the question. AND/ OR Starts to explain their answers giving 1-2 simple reasons and basic evidence to support their points.	Forms unsupported judgements relevant to the question & topic. Identifies & Describes basic categories of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. What is good or bad about things)	Starts to develop PEE paragraphs/ arguments that are consistently focused on the question. Identifies some key subject specific language. Consistently and accurately identify where it would be appropriate.
	4 <u>Some of the answer is explained using 1-2 simple reasons and some basic evidence.</u> There may be some unsupported comments/ accurate description relevant to the topic.	Forms an unsupported judgement and conclusion that is consistent with their main arguments/ main question. Identifies & Explains basic categories of factors/ perspectives; e.g. good vs bad; pros vs cons. (e.g. Why these are good or bad effects/ causes)	There is a PEE structure to some of the writing that answers the question. Can define most key subject specific language. Can accurately identify and start to appropriately apply key terms/ language.

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

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