

The UCGS standard: History

Year Group	<u>UCGS Standard – Argumentative Writing</u>	<u>UCGS Standard – Critical Source Analysis</u>
13	Habitually, analyses, decodes and understand the full demands of an A2 question, with the correct timeframe and relevant part of the specification. Examines nuances of the question wording and identifies possible misconceptions. Interrogates their extensive, deep knowledge to form key (multiple) points of argument to ATQ. Forms a lead hypothesis with a clear, credible argument. Structures the essay coherently to form a sustained argument: A pithy introduction stating their hypothesis and addressing the question demands. Use PEE to develop the key hypothesis, using well defined umbrella points as paragraph starters. Deploys a formidable abundance of relevant and precise knowledge to support points, with correct and expansive use of key terms/ people/ stats. Writes with flair and precise historical language, with perfect clarity of explanation and SPaG. Acknowledges other factors but then refutes their relative importance to the key hypothesis. Forms a well-argued coherent conclusion that answers the question, evaluates/links factors and substantiates a clear judgement with “killer” evidence.	Highly literate with excellent reading comprehension. Can tackle complicated and sophisticated extracts/ sources with confidence and competence. Identifies the key argument of a source/ extract, avoiding misconceptions. Analyses individual points made in an extract and assesses how CONVINCING each is by tallying with relevant own knowledge and the precise historical context of the extract. Selects quotes appropriately and judiciously to support the synthesis of points. Expresses an overall substantiated judgement on the convincingness of the extract based on its argument and main content, with use of “killer evidence” to substantiate the judgement. Perceptive analysis of key points of the content of the source and assessing how VALUABLE the source is based on its veracity when tallied with own knowledge. Uses appropriate quotes to substantiate analysis of the tone of a source. Uses deep precise own knowledge to understand the exact historical context of when, who, why, what audience the source is placed, and why that is of value to a historian. Makes perceptive comment on the limitations of a source, but focuses on its value. Expresses a substantiated judgement on the VALUE of the source based on both its content and provenance.
12	Can analyse, decode and understand the key demands of an A2 question, with the correct timeframe and relevant part of the specification. Examines nuances of the question wording and identifies possible misconceptions. Interrogates their extensive, deep knowledge to form key points of argument to ATQ. Forms a lead hypothesis with a clear argument. Structures the essay coherently to begin to form a sustained argument: A pithy introduction stating their hypothesis and addressing the question demands. Use PEE to develop the key hypothesis, using well defined umbrella points as paragraph starters. Deploys an abundance of relevant and precise knowledge to support points, with correct and expansive use of key terms/ people/ stats. Writes with precise historical language, with clarity of explanation and SPaG. Acknowledges other factors but then refutes their relative importance to the key hypothesis. Forms a coherent conclusion that answers the question, evaluates/links factors and substantiates a clear judgement with “killer” evidence.	Highly literate with excellent reading comprehension. Can tackle complicated extracts/ sources with confidence and competence. Identifies the key argument of a source/ extract, avoiding misconceptions. Analyses individual points made in an extract and assesses how CONVINCING each is by tallying with relevant own knowledge and the precise historical context of the extract. Selects quotes appropriately and judiciously to support points. Expresses an overall substantiated judgement on the convincingness of the extract based on its argument and main content, with use of “killer evidence” to support the judgement. Perceptive analysis of key points of the content of the source and assessing how VALUABLE the source is based on its veracity when tallied with own knowledge. Uses appropriate quotes to substantiate analysis of the tone of a source. Uses deep precise own knowledge to understand the exact historical context of when, who, why, what

		audience the source is placed, and why that is of value to a historian. Makes perceptive comments on the limitations of a source, but focuses on its value. Expresses a substantiated judgement on the VALUE of the source based on both its content and provenance.
11	Can decode and understand the exact demands and nuance of a given GCSE question. Interrogates knowledge to form key (multiple) points of argument to ATQ. Uses PEE habitually to write strong convincing paragraphs directly linked to the question. Deploys an abundance of relevant and precise knowledge to support points, with correct and expansive use of key terms. Develops explanation of causes and consequence with precise eloquent, historical language. Excellent SPaG throughout. Forms a well-argued coherent conclusion that answers the question, evaluates/links factors and substantiates a clear judgement with evidence.	Can make points of analysis on how USEFUL a source is based on the accuracy of its content when tallied with their own knowledge. Analyses provenance and the historical context of a source to explain why it is useful to a historian. Uses own knowledge to evaluate how CONVINCING an interpretation is. Can explain HOW and WHY interpretations differ by analysing content and provenance.
10	Can understand the exact demands and nuance of a given GCSE question. Uses knowledge to form key points of argument to ATQ. Uses PEE habitually to write strong convincing paragraphs directly linked to the question. Deploys relevant and precise knowledge to support points, with correct and expansive use of key terms. Develops explanation of causes and consequence with precise historical language. Very good SPaG throughout. Forms a coherent conclusion that answers the question, evaluates/links factors and supports a clear judgement with evidence.	Can make simple points of analysis on how USEFUL a source is based on the accuracy of its content when tallied with their own knowledge. Analyses provenance and the historical context of a source to explain why it could be useful to a historian. Uses own knowledge to form points and evaluate how CONVINCING an interpretation is. Can explain HOW and WHY interpretations differ by analysing content and provenance.
9	Can synthesise an abundance of known information into clear points that answer a given question. Expresses those points with clear and precise language, and with very good SPaG. Uses PEE habitually across two/three paragraphs. Supports their argument with multiple pieces of relevant evidence with correct use of key terms. Constructs a basic summative conclusion that answers the question.	Begins to assess the strengths and weaknesses of a source. Identifies and understands its key message. Uses some own knowledge to critique it how useful it is and whether it is accurate (convincing). Uses own knowledge and provenance to critique how reliable it is (useful).
8	Has transitioned from description to explanation. PEE is becoming a habit. Points are more clearly expressed and multiple relevant pieces of own knowledge are deployed to support. Explanation is more developed and has a direct link back the question. Prose is developing flow, SPaG is good.	Understands the main message of a written source, and can pick out relevant details to support this judgement. Uses a range of sources as evidence to support a point of argument. Can identify differences between sources. Understands the idea of provenance. Can identify what could make a source useful (or not).
7	Understands the concept and structure of a PEE paragraph. Able to construct a basic point of argument.	Understands the different TYPES of sources. Begins to understand the concept of bias and reliability and accuracy.

	Supports their point with a relevant piece of evidence (own knowledge). Uses basic key historical terms correctly. Can begin to explain further and logically. Competent SPaG.	Uses sources to build their content knowledge. Can identify simple differences between sources both in content and basic provenance. Competent reading comprehension to summarise the main message of simple written sources.
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