

Example KS4 Student Work - History

The following gives some examples of the level of work covered in History in KS4 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps, review the specification and keep effective revision resources, will make the best progress.

Responding to Teacher Assessed Work

'Response work' is clearly given a title which is underlined and in green pen

Any sheets that are not hole punched and filed into books, must be stuck in neatly.

C/W Entertainment during the Elizabethan Age 3/11/21

Cruel sports

Sport	Description	Why was it so popular?
Bear Baiting <small>a-unripped by men</small>	Bear attacked by dogs + charged bear Bear garden - <small>potholes</small>	People would place bets on different dogs - thrill
Bull Baiting <small>More com. men</small>	Bull attacked by trained bulldogs + tied around horns Fight between a single pair of birds / many birds (20)	People would bet on different dogs + cheap enough people would bet on different birds
Cockfighting	Lo - Most towns had a cockpit - Most common	* - The third of the crowd - up to 1000 people - Could be enjoyed in all weather - due to thatched roof

Most famous theatre: - Bull Ring theatre

These areas made of stone (flint) - protection walls
Seats arranged in tiers.

C/W Feedback on the connections question 8/11/21

Cock fighting :- 2-20 birds fight till one remains
- Gambling on which would survive.

1585 ban bear-baiting on Sundays

One connection between unemployment and vagrancy and government legislation is that ~~unemployment and vagrancy~~ government legislators was a result ~~ca~~ from vagrancy and unemployment causing social unrest. ~~For example, there was a lot to do~~ As the government realised that the growing number of vagabonds would cause them to turn to crime to get money, acts ~~misnamed~~ such as 1601 Poor Law Elizabethan and ~~acted after this time~~ the poor as ~~remain~~

Poor Law was passed, where 4 overseers of the poor were to collect and administrate poor relief, work was to be found for able-bodied poor, poor children were to learn a craft or trade and there was a compulsory poor rate for all. This increased employment and helped provide money to the poor, stopping them from turning to crime.

political opponents, to the leading
 opponents being in concentration
 The audience of the interpretation
 public, or people without prior
 control, as it is an educational
 make broad statements and
 other factors to make the content
 reducing reliability and accuracy
 while it is an article suggesting

History teachers may provide feedback to students work in different ways. One of the most common is through a coded marking system, such as the one below. Students should record the relevant targets onto their work in green pen and on their progress sheets at the front of their books.

	AO1 (b) 4 marks		AO4 (a-d) 6 marks	
BAND 4	Demonstrates very detailed understanding of the key feature in the question.	4	Fully analyses and evaluates how and why the interpretations differ, demonstrating awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to provide a well substantiated judgement about the extent of support provided for the view, set within the appropriate historical context.	5-6
BAND 3	Demonstrates detailed understanding of the key feature in the question.	3	Analyses and evaluates the differences between the interpretations showing some awareness of the wider historical debate. Analysis of the content, authorship and audience is undertaken to reach a supported judgement on the set question within the appropriate historical context.	3-4
BAND 2	Demonstrates some understanding of the key feature in the question.	2	Analyses and evaluates the different interpretations, making appropriate reference to the content and [authorship] of the extracts but little awareness of the wider historical debate. A judgement on the question is reached, set within the appropriate historical context.	2
BAND 1	Generalised answer displaying limited understanding of the key feature in the question.	1	Makes simple comments about the interpretations with little analysis and evaluation; little or no judgement is reached.	1

and checked for
 inaccuracies, it could
 have been written focuses
 on the Holocaust and
 As could have been
 written by someone
 lacking key knowledge
 on the matter and hence
 this reduces reliability.
 (D) - look carefully
unsub website *
 consider context.
 Overall, interpretation
 1 supports the new and
 interpretation 2
 does not support the
 view.

(F) Explain this point further
 8/10
 Overall, interpretation 1 focuses
 on the role of propaganda with
 names, radio and cinema
 and hence views this as the
 critical factor for Nazi control.
 Interpretation 2 focuses on
 the use of fear and the impact
 evidence won't support the view

Tip: begin with authorship
 write authorship in relation to how it
 changes its content and how it
 is necessary to focus on anything
 * I can't
 * The same has written 'The Holocaust
 Explained' suggesting it is a focused and explicit
 the control of the Nazis over radio and newspapers
 with propaganda using the same rather
 therefore propaganda was by the Nazis

A typical response comment may require a student to clearly link back to the wording of the question at the end of their paragraph. In this case the student has been asked to rewrite their paragraph for the question

Here is an example of a student recording notes from the feedback session of the exam question (helpfully entitled 'Tips')

Nazism was always the same. It was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'

[The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960. The article was called Hitler's War Aims]

Interpretation 2

Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell.

[The historian Alan Taylor writing in his book The Origins of the Second World War, published in 1961]

Do the interpretations support the view that Hitler's main foreign policy aim was to conquer land to the east of Germany? [10]

[In your answer you should refer to how and why the interpretations may differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

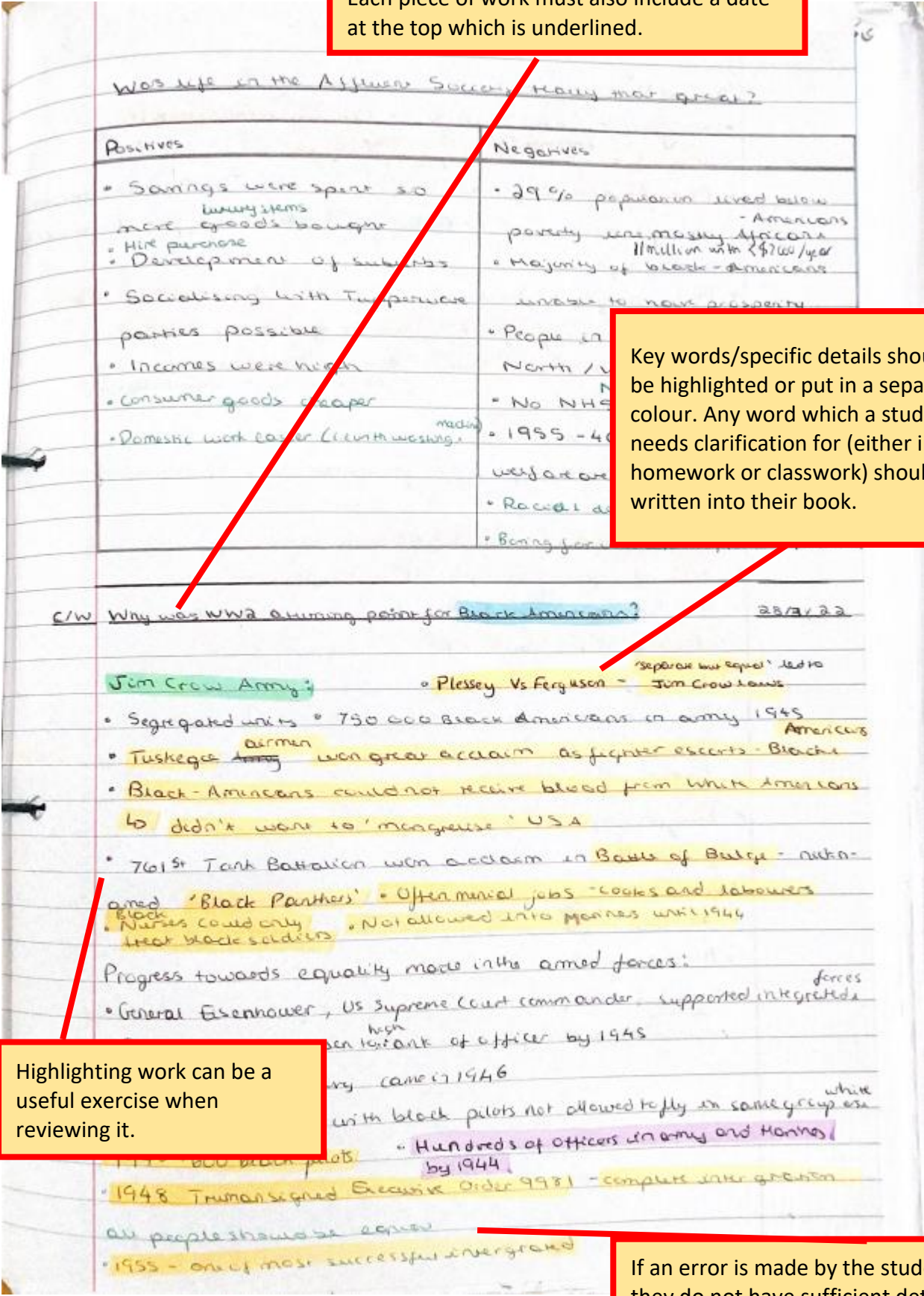
[30 x answer lines]

Interpretation 1 supports the view that Hitler's aim was to conquer land to the East. Hitler fundamentally believed in Lebensraum, and how the Herrenvolk had superiority over Russians and Poles, hence wanting to conquer land was ~~the~~ ~~comp~~ necessary for his beliefs. He ~~was~~ ~~was~~ fuelled by the growing Aryan race with a growth of birth rates from 1 million to 2.5 million from ~~the~~ end of WW1 (1914) to the 1930s. The author, a historian, suggests he has strong analytical skills and makes his interpretation more convincing, but as he is writing in a magazine, the purpose may be to entertain an audience without prior knowledge of the matter and hence may make broad sweeping statements to simplify the matter. Reading is necessary.

We encourage all students to annotate the sources before they begin. This student has modelled this in his green pen feedback, when required to redo one paragraph of the exam question.

Classwork and Homework

All Classwork or Homework should be labelled (cw/hw) and should have a title or subtitle which is underlined with a ruler. Each piece of work must also include a date at the top which is underlined.



Key words/specific details should be highlighted or put in a separate colour. Any word which a student needs clarification for (either in homework or classwork) should be written into their book.

Highlighting work can be a useful exercise when reviewing it.

If an error is made by the student, or they do not have sufficient detail when going over their work in class, these details should be added in green pen.

All handwriting is neat and readable. Subtitling and bullet points are used effectively and appropriately.