

Assessment Schedule – 2016**History: Analyse a significant historical trend and the force(s) that influenced it (91439)****Evidence**

N1	N2	A3	A4	M5	M6	E7	E8
ONE particular force is identified. <i>OR</i> ONE historical trend is identified.	ONE particular force is identified, and there is an attempt to explain how it has influenced a historical trend. <i>OR</i> ONE historical trend is identified, and there is an attempt to explain how it has been influenced by a particular force, and the change in people's lives that resulted.	At least ONE force is identified and explained in some detail with supporting evidence, and linked to a historical trend. <i>AND</i> At least TWO changes to the trend that were a result of this particular force, or other forces, are identified. How people's lives have been changed is discussed, and one of the changes is examined and explained with supporting evidence.	Different forces are identified and explained with supporting evidence, and linked to a historical trend. These forces may be identified as social / political and economic. <i>AND</i> At least TWO changes to the trend are examined and explained, with supporting evidence for how they changed people's lives.	Candidate constructs an argument in which one force is argued as having a more important impact on the significant historical trend than another force or other forces. Different forces that promote change are identified, and the importance of one of them relative to other forces is explained with detailed supporting evidence. <i>AND</i> Changes to the lives of different groups of people are evaluated as to their relative importance in establishing patterns of change and continuity. Candidate may argue as to the importance of a particular force at the expense of analysing changes that have happened as a consequence of the trend. In the second part of the question, the focus could well be on changes that have taken place but an argument has not been fully developed and the focus is on change rather than what hasn't changed or hasn't continued.	Different forces that promote change are identified, and the importance of one of them relative to the other forces is explained, with detailed and persuasive supporting evidence. <i>AND</i> Changes to the lives of different groups of people are assessed as to their relative significance in establishing patterns of change and continuity. At M6, candidates should be able to acknowledge the focus of the question, which is an acknowledgement that historians consider what doesn't change to be of significance / importance in understanding how forces can influence a trend.	Different forces that promote change are identified, and the importance of one of them relative to the other forces is explained, with comprehensive and persuasive supporting evidence. <i>AND</i> Changes to the lives of different groups of people are measured as to their relative significance in establishing complex patterns of change and continuity. Candidates at this level must be able to demonstrate an awareness of the scope of the question and a willingness to examine the limitations of change and the importance of recognising which societal and / or economic and/or political elements continue.	Different forces that promote change are identified, and the importance of one of them relative to the other forces is explained, with comprehensive, insightful, and persuasive supporting evidence. <i>AND</i> Changes to the lives of different groups of people are perceptively measured as to their relative significance in establishing complex and detailed patterns of change and continuity. Candidates at this level must be able to demonstrate an awareness of the scope of the question and a willingness to examine the limitations of change and the importance of recognising what societal / economic and political elements continue, in a sustained argument that examines an extended period of change and continuity.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8