Assessment Focuses for Humanities

	AF 1 – Knowledge and Understanding	AF 2 – Communication and Research Skills	AF 3 – Critical Thinking
8	- The student can use more complex subject-specific vocabulary confidently and accurately. - The student can write about Humanities in complex sentences and advanced paragraphs, following a clear essay structure. SPaG is excellent. - The student can demonstrate understanding through complex analysis and evaluation of subject content and use evidence to support work.	- The student can create a bibliography or reference list with proper formatting and in-text citations. - The student can share ideas verbally/in writing. They are carefully considered, accurate, detailed and I may be able to consider more than one viewpoint. - The student can organise work exceptionally well according to the expected format e.g. essay/report/article/graph/table with no mistakes. - The student can create and follow an effective action plan with a detailed timeline and record relevant information/data from multiple reliable sources	- The student can critically analyse different perspectives and their consequences and form well supported arguments based on them. - The student can consistently and accurately apply knowledge and research to novel and unique real-world situations and scenarios demonstrating analysis, evaluation and critical thinking. - The student can critically analyse and evaluate a wide range of credible sources through origin, purpose, values and limitations and synthesise the information to integrate multiple perspectives into research.
7	- The student can define and use complex subject-specific vocabulary confidently with little to no mistakes. - The student can write in detail and accurately about Humanities, creating advanced paragraphs and structured essays with minimal errors in content or SPaG. - The student can demonstrate understanding through in-depth analysis and evaluation of subject content using evidence and data to support explanation.	- The student can create a correctly formatted bibliography or reference list and include some in-text citations for sources. - The student can share ideas verbally/in writing. They demonstrate a strong understanding of the subject. They can respond to and develop the ideas of others. - The student can organise work to a high standard according to the expected format e.g. essay/report/article/graph/table - The student can create and follow a relevant action plan with a clear timeline and record relevant information/data from multiple and mostly reliable sources	- The student can critically analyse different perspectives and evaluate their consequences and form arguments based on them. - The student can accurately apply knowledge and research to provided, and own, real-world situations and scenarios demonstrating analysis and evaluation. - The student can critically analyse and evaluate a wide range of credible sources through origin, purpose, values and limitations.
6	- The student can define and use some complex subject-specific vocabulary confidently and accurately with little to no mistakes. - The student can write in detail about Humanities using complex sentences, forming paragraphs that are detailed with few mistakes. - The student can analyse subject content and give an in-depth explanation using evidence and/or examples	- The student can create a bibliography or reference list with correct formatting - The student can share ideas verbally/in writing. They are fully developed, analytical & well-thought out, carefully building on other's responses. - The student can organise work very well according to the expected format e.g. essay/report/article/graph/table - The student can create and follow a relevant action plan with a relatively accurate timeline and record relevant information/data from multiple sources	- The student can analyse different perspectives and compare their consequences and begin to apply them to arguments. - The student can accurately apply knowledge and research to provided, and own, real-world situations and scenarios demonstrating analysis. - The student can analyse and evaluate a wide range of credible sources through origin, purpose, values and limitations.
5	- The student can define and use subject-specific vocabulary confidently and accurately with little to no mistakes. - The student can write about Humanities in clear sentences, forming a paragraph with clear content knowledge and good SPaG. - The student can evaluate subject content and explain understanding with some evidence.	- The student can create a bibliography or reference list with correct formatting - The student can share ideas verbally/in writing. They are fully developed, analytical & well-thought out, carefully building on other's responses. - The student can organise work very well according to the expected format e.g. essay/report/article/graph/table - The student can create and follow a relevant action plan with a relatively accurate timeline and record relevant information/data from multiple sources	- The student can evaluate different perspectives and explain their consequences - The student can apply knowledge and research to real-world situations and scenarios demonstrating evaluation. - The student can use a wide range of reliable sources/data to support work and can evaluate why a source is credible based on origin & purpose.
4	- The student can define and use some subject-specific vocabulary mostly accurately. - The student can write about Humanities in clear sentences, forming a basic paragraph possibly with SPaG errors. - The student can describe knowledge and explain understanding of subject content.	- The student can create a bibliography or reference list with some structured formatting - The student can share ideas verbally/in writing and with relevancy. The student can respond to what others in the class say. - The student can organise work well according to the expected format e.g. essay/report/article with some mistakes - The student can create and mostly follow a basic action plan with some objectives and record some relevant information/data from some sources	- The student can explain different perspectives and describe their consequences. - The student can apply knowledge and research to real-world situations and scenarios. The student can use a range of reliable sources/data to support work and can satisfactorily explain why the source is reliable.
3	- The student can write about Humanities in simple sentences. - The student can define and use some subject-specific vocabulary. - The student can describe knowledge of subject content.	- The student can create a basic bibliography or reference list - The student can share ideas verbally/in writing ensuring they are relevant. - The student can organise work according to the expected format e.g. essay/report/article/graph/table with mistakes - The student can follow an action plan and record some information/data from a limited amount of sources	- The student can describe different perspectives and recognise their consequences. - The student can apply knowledge and research to given real-world situations and/or scenarios. - The student can use a range of sources/data to support work
2	- The student can define and use some subject-specific vocabulary with some mistakes. - The student can write about the Humanities topics in simple sentences with some inaccuracies. - The student can describe knowledge of subject content with some inaccuracies.	- The student can create a basic bibliography or reference list with some sources. - The student can share ideas verbally/in writing. - The student can organise work basically according to the expected format e.g. essay/report/article/graph/table with mistakes/help. - The student can follow a guided action plan and identify some information/data from a limited amount of sources	- The student can describe a perspective and identify its consequence - The student can apply knowledge to given situations and/or scenarios. - The student can use some sources/data to support work.
1	- The student can define some subject-specific vocabulary. - The student can write in a limited way about Humanities in simple sentences with help. - The student can describe knowledge of subject content with help.	- The student can identify the source information came from. - The student can share ideas verbally/in writing, though they might not be relevant. - The student can organise work according to the expected format e.g. titles/subheadings with help. - The student can follow a guided action plan and record given information.	- The student can identify a perspective - The student can apply knowledge to given situations with support. - The student can use some sources/data to support work with help.