

An Inspector Calls – Comparison (20 marks)

Marks	General comment	AO1	AO2	AO3
Level 6 18–20 marks	Sustained critical style in an informed personal response to both text and task	• Coherent critical style sustained in an informed personal response to the text, showing consistently perceptive understanding (AO1) • Textual references and quotations are precise, pertinent and skilfully interwoven (AO1)	• Detailed and well-developed analysis of writer's use of language, form and structure to create meanings and effects (AO2) • Consistently effective use of relevant subject terminology (AO2)	• Perceptive and sensitive understanding of context and how it informs evaluation of the text (AO3)
Level 5 15–17 marks	Convincing critical style in a well-developed personal response to both text and task	• Convincing critical style maintained in a well-developed personal response to the text, showing some insightful understanding (AO1) □ Textual references and quotations are well-selected and fully integrated (AO1)	• Thoughtful and developed analysis of writer's use of language, form and structure to create meanings and effects (AO2) • Good use of relevant subject terminology (AO2)	• Achieves a sustained, interwoven comparison of texts • Convincing understanding of context which informs the response to the text (AO3) • Achieves a sustained comparison of texts
Level 4 11–14 marks	Credible critical style in a detailed personal response to both text and task	• Some critical style demonstrated in a detailed personal response to the text, showing clear understanding (AO1) • Relevant textual references and quotations are selected to support the response (AO1)	• Some analysis of writer's use of language, form and structure to create meanings and effects (AO2) • Competent use of relevant subject terminology (AO2)	• Clear understanding of context which informs the response to the text (AO3) • Develops some key points of comparison between texts
Level 3 7–10 marks	A reasonably developed personal response to both text and task	• Reasonably detailed personal response to the text showing understanding (AO1) • Some use of relevant textual references and quotations to support the response (AO1)	• Reasonable explanation of writer's use of language, form and structure to create meanings and effects (AO2) • Some use of relevant subject terminology (AO2)	• Some relevant comments about context inform the response to the text (AO3) □ Makes some explicit, relevant comparisons between texts
Level 2 4–6 marks	A straightforward personal response to both text and task	• Begins to develop a straightforward personal response to the text showing some understanding (AO1) • Some relevant support from the text (AO1)	• Simple comments on writer's use of language, form or structure (AO2) • Limited use of subject terminology (AO2)	• Some awareness of context, which may be implied (AO3) • Some identification of key links between texts
Level 1 1–3 marks	A basic response to both text and task	• Makes a few relevant comments about the text (AO1) • Makes limited references to the text (AO1)	• A little awareness of language, form or structure (AO2) • Very little use of subject terminology (AO2)	• A little awareness of context implied, related to the text (AO3) • Limited, if any, attempt to make obvious links between texts
0 marks	No response or no response worthy of credit.			

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Addressing Special Educational Needs and Disability in the Curriculum: History Richard Harris,Ian Luff,2017-04-11 The SEND Code of Practice 2015 has reinforced the requirement that all teachers must meet the needs of all learners This topical book provides practical tried and tested strategies and resources that will support teachers in making history lessons accessible and exciting for all pupils including those with special needs The authors draw on a wealth of experience to share their understanding of special educational needs and disabilities and show how the history teacher can reduce or remove any barriers to learning Offering strategies that are specific to the context of history teaching this fully revised edition will enable teachers to Make history education accessible and engaging to pupils of all abilities Create an inclusive classroom environment that responds to the emotional needs of the class and nurtures a culture of learning Develop inclusive practical demonstration and role play techniques to aid conceptual understanding Set assessment objectives Deploy in class support effectively An invaluable tool for continuing professional development this text will be essential for teachers and their teaching assistants seeking guidance specific to teaching history to all pupils regardless of their individual needs This book will also be of interest to SENDCOs senior management teams and ITT providers In addition to practical activities and supporting material contained in the book there are also free online resources for readers to download and use in the preparation of successful inclusive lessons for all pupils

Debates in History Teaching Ian Davies,2017-02-16 Now in its second edition Debates in History Teaching remains at the cutting edge of history education It has been fully updated to take into account the latest developments in policy research and professional practice With further exploration into the major issues that history teachers encounter in their daily professional lives it provides fresh guidance for thinking and practice for teachers within the UK and beyond Written by a range of experts in history education chapters cover all the key issues needed for clear thinking and excellent professional action This book will enable you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding Debates include What is happening today in history education What is the purpose of history teaching What do history teachers need to know What are the key trends and issues in international contexts What is the role of evidence in history teaching and learning How should you make use of ICT in your lessons Should moral learning be an aim of history education How should history learning be assessed Debates in History Teaching remains essential reading for any student or practising teacher engaged in initial training continuing professional development or Master s level study

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