History Common Assessment

2000 pts

**How far did the French Revolution change France?**

**In this assessment, you need to produce an extended piece of writing to show how much the French Revolution changed life for: The Bourgeois (Middle Classes), The Sans-Culottes (Unskilled Workers), Peasants. You will need to explain not only what changed, but how far (the EXTENT) and how fast (the PACE) over time.**

The assessment is testing 3 really important skills in History

* Using your historical knowledge (LO6)
  + TIP: Make sure you know what happened during the French Revolution and be able to give specific evidence and examples.
* Explaining how far things changed for different groups (LO4)
  + TIP: Remember, things changed for different groups at different times and by different amounts. Your job is to explain the story of change or continuity for each group over time.
* Writing in a clear way (LO6)
  + TIP: Remember to write in paragraphs, have an introduction which gives the background to the Revolution, and a conclusion which explains your overall opinion.

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| **Word Bank** | **Sentence starters** |
| Ancien Regime  Bourgeois  Citizen  Estates  Execution  Extent  Louis XVI  National Assembly  Pace  Peasant  Revolution  Robespierre  Sans Culottes  Trade  Turning Point | The French Revolution began in…  Many people were affected by the Revolution…  This essay will show that…  One group who were affected by the Revolution were the Bourgeois…  The Revolution brought many changes for the Sans-Culottes…  The Peasants were also heavily affected by the Revolution…  Immediately after the Revolution…  When the King was executed…  During the Terror…  By the time Napoleon came to power…  …this was a huge/small change because…  Another way in which they were affected was…  This was less/more of a change because…  This was a turning point because…  The lives of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were changed enormously because… |

Teacher Notes

The table below shows how the points achieved by the student will translate into expectations for this Year 8 task.

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| **400-700pts** | **Low Pass** |
| A minority of students | Students at this level will tend to produce work which contains limited knowledge of changes brought by the French Revolution. Knowledge will be asserted where available and there may be inaccuracies in the knowledge given. In other cases, the knowledge used may be generic rather than specific eg. lots of people were killed during the Revolution, this was a big change. Students may also repeat planning notes with limited links or explanation. At this level, students are unlikely to grasp the nature of change over time, and may well refer to change in a very generic way, discussing some of the big differences between France before and after the Revolution. At the top of the level, students may be able to make some valid, if general comparisons between pre and post-revolutionary France. Ie. Before the Revolution, France had a king, but he was killed which was a big change. If specific details are given in a number of cases, this might be rewarded at the bottom of the next level.  The structure will tend to be narrative. Command of language will be weak. |
| **800-1100pts** | **Pass** |
| Some students | Students at this level will have at least some knowledge of the changes over the course of the Revolution. They will include some detail on how lives changed at different points, although this may be stronger for some groups than others. The evidence at this level may be drawn more from planning materials than contextual knowledge. For example they may refer to the fact that the Peasants gained very little from the French Revolution in the end as they did not achieve many of their aims. They will provide some details to support this, but the support may be fairly limited. The accuracy of evidence will be satisfactory, although errors may appear. Students at this level will show some understanding that things changed over time, but they may not express this clearly. For some groups they may focus almost exclusively on one period rather than describing the flow of change. Alternatively they may cover different periods but with limited explanation for why fortunes changed, or limited links between the aspects. Some contextual knowledge should be shown and students should have a reasonable idea that France changed significantly between 1789 and 1804.  The structure will tend towards narrative, although some paragraphing may be evident thanks to the planning frame. Links back to the question will be implicit at best. There will be some evidence that the student understands at least the main changes brought by the French Revolution ie. the deaths of thousands during the Terror, the removal of the king and the power of the people. A conclusion, if offered will be unlikely to deal with the impact for groups, but may assess change as a whole. |
| **1200-1500pts** | **Merit** |
| The vast majority of students | Students at this level will have a good understanding of the changes over the course of the Revolution for different groups. They will include some specific detail on how lives changed at different points, although this may be stronger for some groups than others. For example they may refer to the fact that the peasants suffered most under the period of the Terror, giving relevant details to support this. The accuracy of evidence will be generally good, demonstrating a good understanding of the fact that different groups were impacted at different points during the Revolution. There may be some minor inaccuracies. Students will go beyond simply restating work from their planning and there should be reference made to other parts of the unit, for example, providing contextual detail of the Terror, or Napoleon’s ascent to power. Students will implicitly or explicitly cover issues of the pace, nature and extent of change for different groups.  There will be a logical structure to the work, with paragraphs being formed logically: most likely around different groups’ experiences, although a chronological approach may also be acceptable. Some conclusion, even if only short, should be arrived at. The explanations given in paragraphs may still be implicit in their links to the question, however the conclusion will make an attempt to provide a direct answer to the question. Command of language will be adequate. |
| **1600-1800pts** | **Distinction** |
| A minority of students | Students at this level will have a very good understanding of the changes over the course of the Revolution for different groups. They will include specific detail on how lives changed at different points in a coherent way for at least two of the three groups. For example they may refer to the fact that the Bourgeois initially gained much power through the National Assembly, but then lost this during the Terror; giving relevant details to support this. Evidence will be used to support most points made. There will be a reasonable sense that the student understands the changing patterns over time and can explain this in a valid way. Language will reflect this to some extent, with reference being made to the pace and extent of change (though not necessarily in these words) and some attempt might be made to describe turning points. The accuracy of evidence will be good and students will bring in contextual detail from the rest of the unit to support their answer: for example explaining how the Sans Culottes had achieved their aims by 1793, or noting that the experience of women was different to that of men.  The structure of the essay will be largely analytical with a focus on the question which is sustained for the majority of the time. The account will show a deliberate engagement with the question and the conclusion will show an independent reflection on the question itself. At this level students should structure their work around each group. Command of language will be good. |
| **1900-2000pts** | **Starred Distinction** |
| Exceptionally rare | As above but also, students at this level should produce a sustained and well-focused answer which is analytical. The answer will use a range of specific and accurate evidence to explore the nature of change for different groups during the Revolution. All three groups should be considered in some degree of depth. There may still be some limitations to the analysis but the conclusions will demonstrate clear, justifiable and independent thinking and a good command of language. There will be clear evidence that contextual knowledge and not just specific planning has influenced the answer and students will consider the evidence they give in context. Students will have a strong grasp of the idea that changes happened at different rates and to a different extent for each group. They will provide a convincing analysis of this over time, reaching a substantiated conclusion. |

**Please ensure:**

* You make a note of the points, grade and effort in your own mark book
* The student responds to the comments and corrections
* The student adds their points to their totaliser which is in the back of their book