

PROGRESSION IN CAUSATION Levels 1 – 3

How do the Standards assess it?

First Step: Look at the titles

L1: 91005	L2: 91233	L3: 91438
Describe the causes and consequences of an historical event	Examine causes and consequences of a significant historical event	Analyse the causes and consequences of a significant historical event
involves giving an account of the causes and consequences of an historical event, using appropriate supporting evidence. This must be a meaningful narrative showing historical sequence or chronological order.	involves providing an explanation of the causes and consequences of a significant historical event, using supporting evidence. This must be a meaningful narrative showing historical sequence or chronological order.	involves explaining the causes and consequences of a significant historical event. This may involve establishing underlying and immediate causes and short term and long term consequences.

The notion of progression has become muddled in the determination to impose uniformity across subjects.

The progression from Level 1 to Level 2	The Progression from Level 2 to Level 3
<p>It should boil down to the difference between “give an account” and “provide an explanation”.</p> <ul style="list-style-type: none"> An “account” should be seen in terms of a coherent narrative that clearly identifies causes and consequences. At Level 1 this should be predominantly chronological (for causes). Identification of valid and relevant causes and consequences and the supporting of them with relevant, linked historical evidence should be sufficient An “explanation” should make understandable the nature and meaning of – in this instance – the causes and consequences of an event. The step up from Level 1, in my opinion, lies in the expectation that students will display greater ability to link the causes and consequences to the event and make and support generalisations. It is hard to see that they can do this without the ability to distinguish (and justify) short / long –term, primary and secondary causes. With consequences, some sense of what and why they are significant (impact, longevity, range of people affected, changes resulting from etc...) 	<p>The step up revolves around explicitly analysing causes and consequences by applying sets of criteria to order, compare and contrast and link.</p> <p>The exemplar marking schedule (see below) makes it clear that evidence of those criteria are required for Achieved.</p> <p>The quantification at each level is a little consistent (and, quite frankly, not something I’ll be drawing students’ attention to).</p> <p>There should be a general expectation of greater sophistication in argument and explanation across the levels. That is something we can influence by our choice of context.</p>

Step 2: Look at the Examiners' Reports, 2011

Not Achieved	Achieved	Merit	Excellence
<p>commonly:</p> <ul style="list-style-type: none"> answered only half of the question wrote only on causes or only on consequences did not describe the causes or consequences just listed consequences and no matter how numerous and how accurate they are focused on a historical narrative without describing in any form causation or the consequences of an event wrote as if anything that happened before an event it made it a cause or just anything happening after an event made it a consequence. 	<p>commonly:</p> <ul style="list-style-type: none"> described at least one cause of an event described at least one consequence of that event used appropriate supporting evidence in their description responded with a meaningful historical narrative (in a logical order etc). This last point was a consideration only for candidates who got a 4 or above a relationship between the event and the causes and consequences was drawn. 	<p>commonly:</p> <ul style="list-style-type: none"> described some causes of an event in detail described some consequences of that event in detail used appropriate supporting evidence in their description responded with a meaningful historical narrative. 	<p>commonly:</p> <ul style="list-style-type: none"> described a range of causes of an event in comprehensive detail described a range of consequences of that event in comprehensive detail used appropriate supporting evidence in their description responded with a meaningful historical narrative.

Step 3: Look at the Exemplars: A bit more help, especially on coverage:

LEVEL 1: Trialled before any commitment to Grade Score Marking was made:

Achieved	Merit	Excellence
<p>may include:</p> <p>Relevant causes are identified and described with an attempt to use historical information such as date, place, groups or individuals involved. Supporting evidence may be limited and/or irrelevant. The causes are linked to the event.</p> <p>Relevant consequences are identified and described with an attempt to use historical information such as date, place, groups or individuals involved. Supporting evidence may be limited or inaccurate. The consequences are linked to the event. An attempt may be made to link them to the causes of the event.</p>	<p>may include:</p> <p>Relevant causes are identified and described in-depth, with accurate use of historical information such as date, place, groups or individuals involved. The causes are linked to the event and historical evidence is used to support generalisations.</p> <p>Relevant consequences are identified and described in-depth, with accurate use of appropriate supporting historical evidence, such as date, place, groups or individuals involved. The consequences are linked to the event and its causes.</p>	<p>may include:</p> <p>Relevant causes are identified and comprehensively described, with accurate use of historical information such as date, place, groups or individuals involved. The causes are linked to the event and detailed relevant evidence is used to support generalisations.</p> <p>Relevant consequences are identified and comprehensively described, with accurate use of appropriate supporting historical evidence such as date, place, groups or individuals involved, examples, statistics, case studies etc. The consequences are linked to the event and its causes.</p>
<p>Judgements:</p>		
<ul style="list-style-type: none"> Gives an account of the causes and consequences of an historical event in a meaningful narrative that shows historical sequence or chronological order. Use of supporting evidence may be limited or inaccurate. An attempt at essay structuring (or sequencing) is evident in the answer. 	<ul style="list-style-type: none"> Shows deeper understanding of the causes and consequences of an historical event using appropriate historical structure or sequencing. Generalisations are supported by accurate evidence. Appropriate essay structuring (or sequencing) is evident in the answer. 	<ul style="list-style-type: none"> Shows a thorough understanding of the causes and consequences of an historical event using effective historical structure or sequencing. Generalisations are supported by accurate detailed evidence. Effective essay structuring (or sequencing) is evident in the answer.

GSM from 2011

Achievement	Merit	Excellence
Describes the causes of the event	Describes in depth the causes of the event	Comprehensively describes the causes of the event
AND	AND	AND
Describes the consequences of the event	Describes the consequences of the event	Describes the consequences of the event

N1	N2	A3	A4	M5	M6	E7	E8
<p>Identifies an event</p> <p>AND</p> <p>Makes some relevant attempt to plan a response</p>	<p>Describes the cause(s) of an event</p> <p>OR</p> <p>Describes the consequence(s) of an event</p>	<p>Describes the causes of an event</p> <p>AND</p> <p>Describes the consequences of <u>that</u> event</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>	<p>Describes the causes of an event</p> <p>AND</p> <p>Describes the consequences of <u>that</u> event</p> <p>(This must be a meaningful narrative)</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>	<p>Describes in depth two causes of an event</p> <p>AND</p> <p>Describes two consequences of <u>that</u> event</p> <p>(or vice versa)</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>	<p>Describes in depth two causes of an event</p> <p>AND</p> <p>Describes in depth two consequences of <u>that</u> event.</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>	<p>Comprehensively describes three causes of an event</p> <p>AND</p> <p>Describes in depth two consequences of <u>that</u> event</p> <p>(or vice versa)</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>	<p>Comprehensively describes three or more causes of an event</p> <p>AND</p> <p>Comprehensively describes three or more consequences of <u>that</u> event</p> <p>Appropriate supporting evidence could include specific details such as names, dates, examples, statistics, or case studies relevant to the context being described.</p>

Level 2:

Expected Coverage		
Not Achieved	NØ	No response; no relevant evidence.
	N1	ONE cause written AND/OR no supporting reason given AND/OR more than ONE cause is only described OR ONE consequence examined AND/OR more than ONE consequence is only described.
	N2	ONE cause written on AND/OR no supporting reason given AND/OR more than ONE cause only described AND ONE consequence examined AND/OR more than ONE consequence only described.
Achievement	A3	At least TWO causes are given for the significant historical event, <u>although the explanation/supporting evidence may be weak for both</u> AND at least TWO consequences of the significant historical event are examined, <u>although the explanation/supporting evidence for both may be weak.</u>
	A4	At least TWO causes are given for the significant historical event, although the explanation/supporting evidence may be weak for one AND at least TWO consequences of the significant historical event are examined, although the explanation/supporting evidence may be weak for one
Merit	M5	At least TWO causes are given for the significant historical event, although the explanation/supporting evidence has <u>limitations</u> . (<i>Limitations vs weakness? = detail?</i>) AND at least TWO consequences of the significant historical event are examined in detail, although the explanation/supporting evidence has <u>limitations</u> .
	M6	At least TWO causes are given for the significant historical event and are <u>examined in detail</u> AND at least TWO consequences of the significant historical event are examined in detail.
Excellence	E7	At least TWO causes are given for the significant historical event are comprehensively examined, although the explanation/supporting evidence <u>may have some gaps</u> AND at least TWO consequences of the significant historical event are comprehensively examined, although the explanation/supporting evidence may have some gaps
	E8	At least TWO causes are given for the significant historical event are comprehensively examined AND at least TWO consequences of the significant historical event are comprehensively examined

NOTE: While accuracy in evidence is desirable (eg dates, figures, statistics, quotes, names) this Achievement Standard is not assessing recall of specific details; candidates should not be penalised at any grade level unless lack of accuracy detracts from the essay.

Well – I’m stumped: I can’t see the clarity or the step up from M6’s “examination in detail” to E7’s “supporting evidence may have gaps”. This needs to be raised with the NAF and clarified by the new Level 2 examiners (who did not write this set of criteria).

How does this seem to compare with what you've seen in the 2012 Level 2 essays for this standard?

Level 3:

As this is the new kid on the block, the standard criteria have been copied for you.

Standard Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Analyse</i> involves explaining the causes and consequences of an historical event. This <u>may involve establishing underlying and immediate causes and short term and long term consequences.</u>	<i>Analyse in depth</i> involves evaluating the causes and consequences of an historical event. <u>Evaluating includes the prioritisation of causes and consequences, justifying their relative significance.</u>	<i>Comprehensively analyse</i> means to evaluate the causes and consequences of an historical event to support <u>well-considered judgements.</u> Judgements will <u>demonstrate understanding of the complexity of the causes and consequences.</u>

Evidence statements

Essay topic: Analyse the economic and political causes of an historical event and its consequent impact on people’s lives.		
Achievement	Merit	Excellence
Through her / his response to the first part of the question, the candidate has <i>explained</i> two of the causes that contributed to a significant historical event and <u>demonstrated an understanding of a long term and short term relationship which links to the cause of the event.</u>	Through her / his response to the first part of the essay question, the candidate has <i>evaluated</i> at least two of the causes that contributed to a significant historical event. This evaluation should involve the <u>weighing up of the importance of each of the causes, establishing an argument for the primacy of one over the other(s).</u>	Through her / his response to the first part of the essay question, the candidate has evaluated at least two of the causes that contributed to a significant historical event. This evaluation should involve the weighing up of the importance of each of the causes, <u>establishing a persuasive argument which is supported by evidence which reflects the complexity of each of the causes.</u>
Through her / his response to the second part of the question, the candidate has <i>accurately explained</i> two of the consequences of a significant historical event and <u>demonstrated an understanding of a long term and short term consequences of the event.</u>	Through her / his response to the second part of the essay question, the candidate has <i>evaluated</i> at least two of the consequences of a significant historical event. This evaluation should involve the <u>weighing up of the importance of each of the consequences, establishing an argument for the primacy of one over the other.</u>	Through her / his response to the second part of the essay question, the candidate has evaluated at least two of the consequences that are the result of a significant historical event. This evaluation should involve the weighing up of the importance of each of the consequences, <u>establishing a persuasive argument, which is supported by evidence which reflects the complexity of each of the consequences.</u>

Marking criteria		
Not Achieved	NØ	No response; no relevant evidence.
	N1	ONE cause written AND/OR no supporting reason given AND/OR more than ONE cause is only described OR ONE consequence examined AND/OR more than ONE consequence is only described.
	N2	ONE cause written on AND/OR no supporting reason given AND/OR more than ONE cause only described AND ONE consequence examined AND/OR more than ONE consequence only described.
Achievement	A3	At least TWO causes are given for the significant historical event, and an attempt has been made to explain a long term and a short term factor that helped cause the historical event. AND at least TWO consequences of the significant historical event are given, and <u>an attempt has been made to explain a long term and a short term consequence of the event</u>
	A4	At least TWO causes are given for the significant historical event, and <u>an explanation given for a long term and a short term factor that helped cause the historical event.</u> AND at least TWO consequences of the significant historical event are given and an explanation given of a long term and a short term consequence of the historical event.
Merit	M5	At least TWO causes are given for the significant historical event, and <u>an attempt has been made to establish the primacy of one over the other.</u> AND at least TWO consequences of the significant historical event are given and an attempt has been made to establish the primacy of one over the other.
	M6	At least TWO causes are given for the significant historical event and <u>an argument has been made in which one cause is established as having primacy over another.</u> AND at least TWO consequences of the significant historical event are given, and an argument has been made in which one consequence is established as having primacy over another.
Excellence	E7	At least TWO causes are given for the significant historical event <u>and an argument has been constructed, recognising the complexity of causal relationships with a range of supporting evidence.</u> AND at least TWO consequences of the significant historical event are given and an argument has been constructed, recognising the complexity of the resulting consequences with a range of supporting evidence
	E8	At least TWO causes are given for the significant historical event and <u>an argument has been constructed, recognising the complexity of causal relationships with a range of <i>detailed</i> supporting evidence.</u> AND at least TWO consequences of the significant historical event are given and an argument has been constructed, recognising the complexity of the resulting consequences with a range of <i>detailed</i> supporting evidence.

The Assessment Specifications 2013:

AS 91005	AS 91233	AS 91438
<ul style="list-style-type: none"> • Candidates write one essay. • There is one question that is of generic nature based on the Achievement Standard. • Candidates will be required to reframe the question to include the specifics of their chosen event. 	<ul style="list-style-type: none"> • One general essay topic will be provided. • Using an historical context drawn from a list of topics, or from those they have studied during the year, candidates will be required to describe and explain the causes and consequences of a significant historical event. • The answer is to be written in conventional essay format. 	<ul style="list-style-type: none"> • One general essay question will be provided. • Candidates will be required to use an historical context drawn from a topic they have studied during the year. <u>They will be expected to be aware of how people’s lives were affected by different elements of the historical event. (SIGNIFICANCE)</u> • The answer is to be written in conventional essay format.

Thoughts and Expectations?

Have your experiences to date raised any issues re contexts, preparation of students etc?

Who’s doing what context and why?		
Level 1:	Level 2:	Level 3:

