



Subject Grade Information Sheet – Summer Series 2021

A Chance To Shine

Subject: History

Level: A Level

1) What evidence do you already have that may be used for grading?

We have assessments undertaken in Y12 and Y13 on all three units as well as the Y12 kitchen table PPEs. We also have responses to exam questions written as homework over the course in all three units. There is also the coursework unit which students are working on.

2) What “Chances to shine” are you providing to improve the evidence in 1)?

We are offering questions for students to answer in lessons. These are questions that students will know about in advance and are on the timetable we have issued to each student and will also be on Teams.

Week beginning	Topic	Knowledge focus	Question
22 March	Witch hunting 25 marks	The victims	“Witches were old, post-menopausal women” How far do you agree?
29 March	Westward expansion 10 marks	Sectional tension	Which of the following was of greater importance in generating Northern hostility towards the South in the years 1850–1861? (i) The Fugitive Slave Law of 1850 (ii) The Dred Scott Decision of 1857
Easter	Plan witch hunting 30 marks Westward expansion 10 marks	Germany Westward expansion	Plan: “Which is more convincing as an explanation of the authorities in the witch-hunts in Southern Germany c.1590-1630” Which of the following was a greater barrier to the opening up of the West in the years 1803–1861? (i) Lack of transport and communications (ii) Environmental factors

19 April	Write up witch hunting 30 marks Westward expansion	Germany Sectional tension	Write up over x 2 lessons : “Which is more convincing as an explanation of the authorities in the witch-hunts in Southern Germany c.1590-1630” Write up over x 2 lessons: Westward expansion and Civil War [20]
26 April	Witch hunting 30 marks	Student choice: Salem or East Anglia	Write up over x 2 lessons: “Which is more convincing as an explanation of X” [30]
3 May	Westward expansion 20 marks	Native Americans	Write up over x 2 lessons: ‘The pursuit of resources by white Americans was the main reason why there was no lasting peace between white and Native Americans in the period 1803–1890’. How far do you agree? [20]
10 May	Elizabeth 20 marks	TBC with students depending on security of knowledge	Student choice of essay questions; write up over two lesson.
17 May	Elizabeth 20 marks	TBC with students depending on security of knowledge	Student choice of essay questions; write up over two lesson.
24 May	TBC with students	TBC with students depending on security of knowledge	Student choice of essay question – need to see centre released questions.

3) When will these be and how will you prepare students for them?

These will be in the two weeks before Easter and then in Term 5 after Easter. The exact date of each one is on the timetable given to the class. Students have been revising on the main topics so have detailed revision notes on all the topics to be covered. We will also spend time in lessons talking about the questions and students will be directed to the information required to answer them.

4) How will you inform students and parents about specific “Chance to Shine” opportunities?

Students are being issued with a timetable which outlines all of the tasks. These will also be on Teams and on the school website.

5) Will the “chance to shine” task be available remotely? If so, where?

The tasks will be available on Teams so students who are at home can also access and complete the questions.

6) What form will your portfolio of evidence take and what will it contain?

Portfolios of evidence will be in folders. These will be responses to questions which students have already answered over the course. These will be from assessments completed, homework responses to exam style questions, PPE responses, any coursework completed and also the “chance to shine” tasks. Students will be expected to bring their folders to school so their evidence can be identified and collated.

7) How will you be checking/moderating grades?

The History team will be moderating grades to ensure they are fair and accurate. The “chance to shine” assessments will be standardized, just as previous PPEs and assessments have been checked.

8) How will you ensure students can see their portfolio of evidence? When will this be?

Students can see their evidence before the half term break and also after half term once the last “chance to shine” questions are marked.