

HISTORY GRADE DESCRIPTORS

Assessment Objectives					
GRADE	A01	A02	A02	A03	A04
	Explain and analyse historical events/ periods studies			Analyse, evaluate to make judgements	
	Knowledge and Understanding	Cause and Consequence	Change And Continuity	Sources	Interpretations
U1	Students: <ul style="list-style-type: none"> can remember some historical words, eg castles, kings 	Students: <ul style="list-style-type: none"> can identify a single cause to an historical problem 	Students: <ul style="list-style-type: none"> can identify simple differences between the present and the past 	Students: <ul style="list-style-type: none"> can copy from a single source (written) or say what they see (visual) 	Students: <ul style="list-style-type: none"> can remember stories they have been told about past events and make a simple judgement based on these stories
U2	Students: <ul style="list-style-type: none"> understand some simple historical terms, eg years, centuries may be able to talk about some eras/topics of history they have studied can tell a short story about a past event or person 	Students: <ul style="list-style-type: none"> can show basic understanding of causes and understand that 'things happened' for more than one reason can show a basic understanding of a consequence of an event 	Students: <ul style="list-style-type: none"> can recognise that different historical periods have different rules, beliefs and practices can write about these in simple statements identify these differences as the result of people in the past not knowing much about the world 	Students: <ul style="list-style-type: none"> take the source at face value can suggest why the evidence is 'good' or 'bad' without interrogating the source 	Students: <ul style="list-style-type: none"> can identify, select and deploy simple statements of difference between two accounts about an event/issue from the past believe that there is a definite correct answer, eg 'what really happened'
U3	Students: <ul style="list-style-type: none"> begin to place periods, events or people in order on a simple timeline can remember some historical terms relevant to the time period being studied can describe a story about the past, with some details 	Students: <ul style="list-style-type: none"> can identify a number of causes for historical events and show understanding that these are a result of events in the past will not always make the link to unintended consequences 	Students: <ul style="list-style-type: none"> can describe some historical changes that took place can describe some historical developments and trends can show some accuracy in relation to chronology 	Students: <ul style="list-style-type: none"> can quote the source and make a simple inference on what the source suggests 	Students: <ul style="list-style-type: none"> can give a simple summary of the differing interpretations on an event or person show understanding that history is made up of different stories about the past
1	Students: <ul style="list-style-type: none"> can construct a simple timeline of historical periods they have studied are beginning to understand terms such as '16th century' or 'The Victorians' can remember relevant key terms for more than one time period use some information to support their narrative but this may lack detail and/or relevance 	Students: <ul style="list-style-type: none"> can identify a number of causes and they can begin to categorise them into different groups (ie short term or long term, political, social, economic, cultural) 	Students: <ul style="list-style-type: none"> can describe changes using features of the time period show basic understanding that some events are more important than others in history 	Students: <ul style="list-style-type: none"> begin to comment on the provenance (primary/ secondary etc) or the reliability of a source 	Students: <ul style="list-style-type: none"> understand that an interpretation is one story about the past, but their overall comprehension of 'interpretations' is limited have some limited own knowledge which may be irrelevant at times use some relevant parts of the interpretation which may be copied

<p>2</p>	<p>Students:</p> <ul style="list-style-type: none"> • can use their understanding of chronology to construct timelines over short and longer periods of history • can produce a descriptive narrative of the past with some development 	<p>Students:</p> <ul style="list-style-type: none"> • can start to link causes/ categories together 	<p>Students:</p> <ul style="list-style-type: none"> • understand change as a result of events or actions by individuals • can use description to make a simple judgement on the extent or importance of the change 	<p>Students:</p> <ul style="list-style-type: none"> • can begin to extract appropriate information from more than one source to support simple judgements 	<p>Students:</p> <ul style="list-style-type: none"> • understand the differences between various types of interpretations, eg visual/written/oral • see interpretations as merely opinions to be agreed or disagreed with • make assertions based on the surface content or provenance of the interpretation, eg decide which interpretation is 'right' and which is 'wrong' with some limited supporting evidence provided. • produce a brief answer with a simple conclusion
<p>3</p>	<p>Students:</p> <ul style="list-style-type: none"> • are beginning to make links between the different periods of history they have studied • begin to show some hints of analysis within their descriptive accounts of the past • use historical vocabulary correctly within their work in relation to the era studied 	<p>Students:</p> <ul style="list-style-type: none"> • can link categories of causes to begin to explain why something happened in History • will also use some knowledge of the event or period to back up statements • can explain at least one consequence of an event 	<p>Students:</p> <ul style="list-style-type: none"> • begin to show understanding of the importance of changes over a longer period of time • can show they understand that not all changes that take place are as important as each other • can use specific language to talk about the pace and extent of change within a society 	<p>Students:</p> <ul style="list-style-type: none"> • can use more than one source to make inferences • can judge which source is more/less useful for a particular purpose • begin to ask their own questions about the evidence • can make a judgement – but this will be basic and not fully explained 	<p>Students:</p> <ul style="list-style-type: none"> • make some valid statements on the nature, origin or purpose of the interpretations (descriptions) • make some paraphrasing of the interpretations content and linked to general narrative of events • make a basic judgement, eg decide which interpretation is 'right' and which one is 'wrong' with some basic supporting knowledge provided
<p>4</p>	<p>Students:</p> <ul style="list-style-type: none"> • are confident placing new historical eras into their overall chronological understanding of history • begin to ask questions and make assumptions about new periods because of knowledge they already have • can produce narrative accounts that are sometimes analytical 	<p>Students:</p> <ul style="list-style-type: none"> • can construct a sound explanation of why something happened • can understand that events can have a number of consequences as well as causes • can describe how one cause can have more than one consequence 	<p>Students:</p> <ul style="list-style-type: none"> • begin to understand that changes can be measured in different ways (eg political, economic, social) • are able to describe why changes can be seen as more or less significant depending on the perspective taken • can recognise that a change may be important to one society or group of people but may have little historical significance in another context • begin to link changes together 	<p>Students:</p> <ul style="list-style-type: none"> • can consider the utility and reliability of a source and use this to make a judgement, event justifying why some sources are unreliable • can support judgements by using the content of a source and/or provenance 	<p>Students:</p> <ul style="list-style-type: none"> • make valid statements on the nature, origin and purpose of the interpretations (descriptions) • use some relevant own knowledge • can make partially developed points, explaining why the interpretations are more or less 'valid' in their differing viewpoints based on the content of the interpretation. • provide a generalised conclusion

<p>5</p>	<p>Students:</p> <ul style="list-style-type: none"> select and blend mostly relevant knowledge to add quality to their answer can comment on simple ideas of similarity and difference in the past make a good attempt at adapting their vocabulary depending on the period or the century being studied are able to plan an answer that builds a mostly coherent account 	<p>Students:</p> <ul style="list-style-type: none"> can construct an explanation of why something happened can begin to prioritise some causes as more important than others using developed explanation can form a causal link 	<p>Students:</p> <ul style="list-style-type: none"> can link changes (eg political, social, economic) together to talk about development rather than just studying an individual change understand that perspective is important when making judgements about change can compare the 'beginning' and the 'end' of an event/time period to explain the extent of change 	<p>Students:</p> <ul style="list-style-type: none"> understand the ideas of reliability and the utility of sources and understand how historians sometimes even use unreliable sources as pieces of evidence can produce more developed comments on nature, origin or purpose shown 	<p>Students:</p> <ul style="list-style-type: none"> make some valid comments on the nature, origin and purpose of the interpretations (explanations) provide a case for and against each interpretation that is partially explained select some relevant own knowledge that is sometimes explained and integrated provide a mixture of justification and assertion within the conclusion
<p>6</p>	<p>Students:</p> <ul style="list-style-type: none"> can assimilate new knowledge through their research and are able to challenge generalisations made about the past select knowledge which links to topic and question construct a narrative account showing some sound analysis can produce an account that shows logic and an ability to plan coherently 	<p>Students:</p> <ul style="list-style-type: none"> can begin to explain how causes and consequences overlap and interact provide some evidence of organisation and understanding of the argument can begin to form a sustained argument supported by own knowledge of the period or country studied understand that actions can have unintended consequences 	<p>Students:</p> <ul style="list-style-type: none"> can explain why some changes are significant or seen as significant depending on perspective can describe development over a long period of time and can select examples or case studies to support an argument about the significance of the change and/or continuity 	<p>Students:</p> <ul style="list-style-type: none"> are starting to make more complex judgements about the evidence produce more developed comments on source provenance (nature, origin and purpose) shown can select precise content from the sources and support with relevant own knowledge about the time period can accurately describe why some sources can be more/less useful 	<p>Students:</p> <ul style="list-style-type: none"> make valid comments on the nature, origin and purpose of the interpretations (explanations) produce a response which may be criteria-led/ explained in parts use appropriate own knowledge on events within the interpretation explained (but not blended) both 'for' and 'against' the question
<p>7</p>	<p>Students:</p> <ul style="list-style-type: none"> are happy to select and blend new knowledge and begin to question their own understanding about the past can discuss categories such as politics, economics, religion, but not always in combination use accurate and relevant vocabulary in their work produce structured, logical and coherent work 	<p>Students:</p> <ul style="list-style-type: none"> can use clear historical knowledge to construct a casual argument which shows an analysis of a number of features attempt to build an argument using accurate knowledge that is mostly relevant to the question can explain the consequences of an event by analysing features of the period and appreciate that some actions or causes may have unintended consequences 	<p>Students:</p> <ul style="list-style-type: none"> can use examples to illustrate their arguments and they can link different examples together can construct an explanation of why these changes and developments are significant within the period studied 	<p>Students:</p> <ul style="list-style-type: none"> can make judgements about the utility of sources and select specific criteria to make that judgement will refer to one (but maybe not both) provenance and/or content to make clear judgements can explain why some sources are more useful for an answer than others 	<p>Students:</p> <ul style="list-style-type: none"> discuss the nature, origin and possible purposes of the interpretations use criteria and judgement when assessing the content of the interpretation can make some connections between knowledge of the historical events and the context of the time the interpretation was produced produce a somewhat mechanical approach to interpretations

<p>8</p>	<p>Students:</p> <ul style="list-style-type: none"> develop a deeper sense of the era/period, eg linking with factors such as music or drama and how it reflected political or economic events clearly 'understand' the demands of the question and select accurate and relevant information to support their answers are beginning, as appropriate, to make generalisations in their work and discuss where to highlight similarities or differences in periods they have studied use accurate and relevant vocabulary have a good understanding of relevant concepts when constructing a narrative (eg focus on causation, consequence, change) 	<p>Students:</p> <ul style="list-style-type: none"> can construct an argument that is an analytical explanation focused mainly on the question asked and is sustained throughout can use accurate and relevant knowledge of the time period to support their argument in relation to the question asked can use contextual knowledge throughout 	<p>Students:</p> <ul style="list-style-type: none"> show a good understanding of the whole period that they are studying and will clearly link points to each other by good use of own knowledge are able to explain why changes and developments can be seen as being historically significant and begin to describe how this changed over time can use the ideas of different lines of development to build explanations about change and continuity in the past and they are able to analyse the pace, extent and direction of change 	<p>Students:</p> <ul style="list-style-type: none"> can analyse the utility of the sources based on specific criteria make their judgements based on both the provenance and the source content use a good range of contextual knowledge when making their conclusions which may not be fully supported 	<p>Students:</p> <ul style="list-style-type: none"> can confidently handle different interpretations about an historical issue, eg by considering the impact that the nature, origin and purpose can have on the arguments which are presented. provide a range of well selected contextual knowledge to analyse and assess arguments within the interpretations can blend knowledge of the period or context that the interpretation was made into the response use appropriate criteria to consider reasons why one interpretation of the past could be considered to be 'better' than another
<p>9</p>	<p>Students:</p> <ul style="list-style-type: none"> are able to use their own research to fill gaps in their knowledge of period and place can construct a clear narrative account that is analytical, coherent and logically structured can also select and deploy with precision, accurate and relevant information use historically accurate, relevant and consistent vocabulary show a good appreciation of when it is appropriate to generalise and where it is necessary to highlight similarities and differences in the past use conceptual language to convey overall historical understanding 	<p>Students:</p> <ul style="list-style-type: none"> can construct an analytical argument that is focused on the question asked can combine their understanding of causation with a sophisticated explanation of consequence, including how an event may have different consequences depending on the focus and scale of the question (eg political/social or national/regional) use accurate own knowledge that is precisely selected to drive forward the argument throughout can make links from the source to their own knowledge in order to come to a reasoned conclusion 	<p>Students:</p> <ul style="list-style-type: none"> can clearly use the language, combined with excellent contextual knowledge of the period studied will have an understanding of significance and the way it changes depending on perspective can understand that different changes are significant according to the assumptions and methodologies of the historians can explain the way in which historians use change and continuity as historical markers 	<p>Students:</p> <ul style="list-style-type: none"> can use a range of sources and judge which is the most useful or reliable based on specific criteria or the question asked can make judgements based on the source provenance and content apply their own knowledge in relation to the question can make links from the source to own knowledge in order to come to a reasoned conclusion 	<p>Students:</p> <ul style="list-style-type: none"> are effectively showing AS-level abilities in handling interpretations show an understanding of the issues/problems surrounding the 'creation' of history by historians are able to critically assess different historical interpretations through: <ul style="list-style-type: none"> the impact that the nature, origin and purpose has on the overall 'value' of each interpretation using a criteria-led approach to identify the strengths and weaknesses of the argument advanced by the historians using a criteria-led approach to identify the strengths and weaknesses in relation to the evidence/examples provided applying precise own knowledge about the period of history under discussion