

History - Key Stage 3 Level Descriptors

	Assessment Foci 1 Knowledge and Understanding	AF2 Causes and Consequences	AF3 Representations and Interpretations	AF4 Use of Sources	AF5 Communication of historical Knowledge and Understanding
Exceptional performance	Shows a confident and extensive knowledge and understanding of local, national and international history.	Frames and pursues enquiries about historical change and continuity, diversity and causation. Constructs well-substantiated, analytical arguments within a wide frame of historical reference . Analyses links between events and developments that took place in different countries and in different periods .	Explores historical interpretations and judgements about significance and constructs convincing and substantiated arguments and evaluations based on their understanding of the historical context.	Evaluates critically a wide range of sources reaching substantiated conclusions independently.	Consistently produces precise and coherent narratives, descriptions and explanations using historical terminology confidently, reflectively and critically .
Level 8	Shows knowledge and understanding of events, people and periods in local, national and international history through substantiated analyses .	Constructs substantiated analyses about historical change, continuity, diversity and causation.	Analyses and explains a range of historical interpretations and different judgements about historical significance.	Suggests lines of enquiry into historical problems and issues, refining methods of investigation . Evaluates critically a range of sources and reaches substantiated conclusions independently .	Selects, deploys and organises relevant information to communicate their historical knowledge and understanding through precise and coherent work . Uses historical terminology confidently, reflecting on the way in which terms can change meaning according to context.
Level 7	Shows an analytical knowledge and understanding of events, people and periods in local, national and international history.	Analyses historical change, continuity, diversity and causation.	Can explain how and why different interpretations of the past have arisen or been constructed and is beginning to explain how the significance of events, people and changes has varied according to different perspectives.	Investigates historical problems and issues, asking and refining own questions and beginning to reflect on the process undertaken. Considers critically the issues surrounding the origin, nature and purpose of sources	Selects, organises and deploys relevant information to communicate their historical knowledge and understanding through well structured work making appropriate use of historical terminology.
Level 6	Shows a good depth of knowledge and understanding of local, national and international history.	Beginning to analyse and describe the nature and extent diversity, change and continuity within and across different periods. Beginning to explain the relationships between causes and between consequences.	Beginning to explain how and why different interpretations of the past have arisen or been constructed and explore criteria for making judgements about the historical significance of events, people and changes.	Investigates historical problems and issues, asking and beginning to refine own questions, evaluating sources and establishing relevant evidence for particular enquiries.	Selects, organises and deploys information to communicate their historical knowledge and understanding, through structured work making appropriate use of historical terminology.
Level 5	Shows increasing knowledge and understanding of local, national and international history and can describe events, people and periods within a chronological framework.	Beginning to recognise and describe the nature and extent of diversity, change and continuity and suggests relationships between causes and between consequences.	Suggests some reasons for different interpretations of the past and is beginning to recognise why some events, people and changes might be judged as more historically significant than others.	Beginning to ask own questions about historical events and issues and to evaluate sources in order to establish relevant evidence for particular enquiries.	Selects and deploys information to communicate their historical knowledge and understanding making appropriate use of historical terminology to support and structure their work.
Level 4	Shows some knowledge and understanding of local, national and international history and can describe events, people and periods within a chronological framework. Can describe the characteristic features of past societies and periods.	Can identify change and continuity within and across periods and can identify some causes and consequences of the main events and changes.	Can identify and describe differing ways in which the past has been interpreted.	Beginning to use sources as evidence to test hypotheses.	Beginning to produce structured work to communicate their historical knowledge and understanding making appropriate use of dates and terms.
Level 3	Shows a little knowledge of the past using dates and terms, describing some of the main events and people studied, placing them into different time periods.	Beginning to recognise some of the similarities and differences between these time periods and beginning to suggest causes and consequences.	Can identify some of the ways in which the past has been represented.	Uses sources to find out answers to questions about the past.	Simple communication of knowledge and understanding.

History - Key Stage 4 Grade Descriptors

	A01 Recall, select and communicate	A02 Explanation and Analysis	A03 a) Understanding, analysis and Evaluation of sources	A03 b) Representations and Interpretations
Grade A*	Recall, select, organise and deploy detailed historical knowledge effectively and with consistency. Shows a thorough understanding of historical periods, themes and topics. Communicate ideas using historical terms accurately and appropriately.	Demonstrates understanding of the past through developed, reasoned and well-substantiated explanations . Perceptive analysis of key concepts, features and characteristics of the periods studied and the interrelationships between them. Sees things in the wider context.	Evaluates and uses critically a wide range of sources of information in a historical context to investigate historical questions, problems or issues independently, to reach reasoned and substantiated conclusions.	Recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways and provides a well-developed consideration of their value in relation to their historical context.
Grade A				
Grade B	Recall, select and organise and deploy historical knowledge with considerable accuracy and relevance. Show secure understanding of historical periods, themes, and topics. Communicate ideas effectively using historical terminology appropriately	Well-structured descriptions, explanations and analysis of the main concepts, features and characteristics of the periods studied. Increasingly accurate descriptions and developed explanations show understanding of relevant causes, consequences and changes	Evaluate and use critically a good range of sources of information in an historical context to investigate historical questions, problems or issues with increasing independence, to reach reasoned and substantiated conclusions.	Recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide a more developed consideration of their value in the historical context.
Grade C	Recall, select, organise and deploy historical knowledge with accuracy and relevance. Show sound understanding of historical periods, themes, and topics. Communicate ideas using historical terminology appropriately.	Structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Descriptions are accurate and explanations show understanding of relevant causes, consequences and changes.	Evaluate and use a range of sources critically in an historical context to investigate historical questions, problems and issues, with some limited guidance, to reach reasoned conclusions.	Recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.
Grade D	Recall, select and organise relevant historical knowledge to show reasonable understanding of historical periods, themes and topics. Communicate ideas using more sophisticated language.	Reasonable explanation of reasons, results and changes in relation to the events, people and issues studied. More developed descriptions and explanations of events, issues or periods, including characteristic ideas, beliefs and attitudes.	Developing confidence with sources of information, beginning to see the relevance of historical context in examining their usefulness for investigating historical issues Draws reasonable conclusions.	Some explanation of how and why events, people and issues have been interpreted and represented in different ways, and some awareness of their value in the historical context.
Grade E	Recall, select and organise relevant historical knowledge to show some understanding of historical periods, themes and topics. Communicate ideas using some historical terms.	Beginning to explain reasons, results and changes in relation to the events, people and issues studied. Descriptions and some explanation of events, issues or periods, including characteristic ideas, beliefs and attitudes.	Understand sources of information and beginning to question their value. Able to examine their usefulness for investigating historical issues and draw conclusions.	Beginning to explain the differences between ways in which events, people or issues have been represented and interpreted and can identify reasons for these.
Grade F	Recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics Communicate ideas using everyday language.	Describes reasons, results and changes in relation to the events, people and issues studied. Limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.	Understand sources of information and take them at face value, beginning to consider their usefulness for investigating historical issues and draws simple conclusions .	Identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some reasons for these.

History - Key Stage 5 Grade Descriptors

	A01 a) Recall, selection communication	A01 b) Explanation, analysis, judgement	A02 a) Analysis and evaluation of source material	A02 b) Representation and Interpretation
Grade A	Recall select and deploy accurate, relevant and detailed historical knowledge. Understanding of key concepts shown through highly developed analysis, explanation and judgement. Clear, fluent, sophisticated style using appropriate language and structure. Independent work.	Sophisticated analysis, explanation and consistent judgement of key concepts and about the relationships between key features and characteristics of the historical period.	Analyse and evaluate a wide range of precisely selected source material in its historical context, with a high degree of discrimination used in selecting sources to support arguments.	Clear and consistent understanding of the nature of historical debate. Displays a very good appreciation of how others have interpreted the past within the context of the topic
Grade B	Recall select and deploy accurate, relevant and detailed historical knowledge Clear, fluent, appropriate language and structure. Understanding of key concepts shown through well developed analysis, explanation and judgement. A high degree of independence.	Analysis, explanation and judgement of key concepts and about the relationships between key features and characteristics of the historical period.	Analyse and evaluate source material in its historical context with a degree of discrimination Use sources to support arguments	Show how the past has been represented and interpreted in different ways in relation to historical context.
Grade C	Recall select and deploy accurate, relevant and detailed historical knowledge through good analysis and explanation. Clear communication using appropriate language and structure. More independent.	Well-developed understanding of causation, consequence, continuity, change and significance through analysis and explanation. Judgement is increasingly evident	Some evaluation of the reliability and utility of sources and some discrimination evident in selecting sources to support arguments	Demonstrates and understanding of the nature of historical debate and/or Interpretation within the context of the topic and provides some evaluation of this.
Grade D	Recall select and deploy accurate, relevant and detailed historical knowledge. Analysis and explanation are developing well. Reasonably accurate communication using appropriate language and structure. Increasingly independent.	Increasing evidence of understanding of causation, consequence, continuity, change and significance through analysis and explanation. Some judgement.	Can comment on a limited range sources, with reference to their utility and reliability Use sources as evidence to support judgements.	Some understanding of a limited range of historical debate or interpretation with relation to the context of the topic
Grade E	Recalls and selects some appropriate knowledge Some evidence of understanding through analysis and explanation. Conveys clear meaning	Some evidence of understanding of causation, consequence, continuity, change and significance through analysis and explanation. Limited judgement.	Comprehend, identify and extract information from a range of sources. Use sources as evidence to support limited judgements	Shows awareness of different interpretations and representations of issues, events and individuals