



## KS3 Assessment Criteria: History

	Flight Path 1: GCSE grade 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 4 and above	Flight Path 4: GCSE grades 6 and above
Year 7	<p><b>Communication</b> No formal structure. Ideas are unsupported; single paragraphs, short responses. General topic knowledge not always linked to question.</p> <p><b>Perspectives</b> Lacking understanding. Makes a judgement on the past, no consideration of the context of the time, Judgements based on today's values.</p> <p><b>Significance</b> Relies on text book or other information to determine significance, only uses one way to categorise.</p> <p><b>Causation</b> Describes the story, and gives a very simple reason could be an event rather than a reason. All reasons are of equal value to understanding the relative importance.</p> <p><b>Interpretations</b> Face value, sees everything as "a truth".</p> <p><b>Continuity and Change</b> Simple observations/comparisons between specific aspects.</p> <p><b>Historical Evidence</b> Can read a source and understand its content at face value.</p>	<p><b>Communication</b> More structure, paragraphs, longer answers (2+paragraphs) Tries to link overall answer to the question. Uses relevant information (mostly relevant all the way through).</p> <p><b>Perspectives</b> Recognises that each period has different attitudes, but still does not apply this to judgements.</p> <p><b>Significance</b> Understands and uses some criteria, points out and gives reasons why events are significant.</p> <p><b>Causation</b> Give reasons with help. Can state one is more important but not really explained why.</p> <p><b>Interpretations</b> Can see different interpretations have a different view.</p> <p><b>Continuity and Change</b> Can describe how one period is different from another.</p> <p><b>Historical Evidence</b> Understand the concept of reliability but can't prove it.</p>	<p><b>Communication</b> More structure, paragraphs, longer answers (2+ paragraphs). Tries to link overall answer to the question. Relevant info all the way through.</p> <p><b>Perspectives</b> Recognises that each period has different attitudes. Starts to use this when making judgements about the past.</p> <p><b>Significance</b> Construct own criteria and begins to explain why some events etc. are more significant than others.</p> <p><b>Causation</b> Can create their own reasons. Can conclude reasons independently.</p> <p><b>Interpretations</b> Accepts there are different views and compares them.</p> <p><b>Continuity and Change</b> Understands change is not a constant there are periods of change and continuity across time.</p> <p><b>Historical Evidence</b> Can challenge the source simply, purpose, provenance, cross referencing.</p>	<p><b>Communication</b> Paragraphs, conventional structure, sufficient length (3-4) Relevant conclusions which they try to support - possibly assertions and not explained</p> <p><b>Perspectives</b> Can use context of the time to explain the point of view or course of action.</p> <p><b>Significance</b> Categorises, and uses own criteria. Independently reach and explain judgements.</p> <p><b>Causation</b> Link their reasons together simply. Can compare importance of a variety of reasons.</p> <p><b>Interpretations</b> Can suggest motives for different interpretations, e.g. nationality, religion.</p> <p><b>Continuity and Change</b> Understands that not all aspects of life change equally.</p> <p><b>Historical Evidence</b> Starting to infer from sources. Determines the relevance of source what it can be used for. Supports their points with ref from sources. Considers the provenance of a source when x-ref. Can explain why a source is unreliable.</p>

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# KS3 Assessment Criteria: History

	Flight Path 1: GCSE grade 1 and above	Flight Path 2: GCSE grades 2 and above	Flight Path 3: GCSE grades 4 and above	Flight Path 4: GCSE grades 6 and above
<b>Year 8</b>	<p><b>Communication</b> More structure, paragraphs, longer answers (2+ paragraphs) tries to link overall answer to the question, includes relevant information - mostly relevant all the way through.</p> <p><b>Perspectives</b> Recognises that each period has different attitudes, but still does not apply this to judgements.</p> <p><b>Significance</b> Understands and uses some criteria, points out and gives reasons why events are significant.</p> <p><b>Causation</b> Give reasons with help. Can state one is more important but not really explained why.</p> <p><b>Interpretations</b> Can see different interpretations have a different view.</p> <p><b>Continuity and Change</b> Can describe how one period is different from another.</p> <p><b>Historical Evidence</b> Understands the concept of reliability but can't prove it.</p>	<p><b>Communication</b> More structure, paragraphs, longer answers (2+ paragraphs) tries to link overall answer to the question relevant info all the way through.</p> <p><b>Perspectives</b> Recognises that each period has different attitudes, Starts to use this when making judgements about the past.</p> <p><b>Significance</b> Constructs their own criteria and begins to explain why some events etc. are more significant than others.</p> <p><b>Causation</b> Can create their own reasons. Can conclude reasons independently.</p> <p><b>Interpretations</b> Accepts there are different views and compares them.</p> <p><b>Continuity and Change</b> Understands change is not a constant there are periods of change and continuity across time.</p> <p><b>Historical Evidence</b> Can challenge the source simply, through purpose, provenance, cross referencing.</p>	<p><b>Communication</b> Paragraphs. Conventional structure, sufficient length (3-4) Relevant conclusions which they try to support - possibly assertions not explained.</p> <p><b>Perspectives</b> Can use context of the time to explain the point of view or course of action.</p> <p><b>Significance</b> Categorises, uses own criteria. Independently reaches and explains judgements.</p> <p><b>Causation</b> Link their reasons together simply. Can compare importance of a variety of reasons.</p> <p><b>Interpretations</b> Can suggest motives for different interpretations, e.g. nationality, religion.</p> <p><b>Continuity and Change</b> Understands that not all aspects of life change equally.</p> <p><b>Historical Evidence</b> Starting to infer from sources. Determines the relevance of sources, what it can be used for. Supports their points with ref from sources. Considers the provenance of a source when x-ref Can explain why a source is unreliable.</p>	<p><b>Communication</b> Paragraphs, answer tightly linked to Q. Information is relevant, conclusions are explained/supported. Intros tend to be scene setting.</p> <p><b>Perspectives</b> Can understand that there are different perspectives within a time period.</p> <p><b>Significance</b> Explain why perspectives change because of time, and background. Explain the wider significance of an event and person, why some things are more significant than others.</p> <p><b>Causation</b> Links more obvious throughout answer and explained in conclusion. Can explain more complex events.</p> <p><b>Interpretations</b> Explains the motives for different interpretations. Accepts they can be contradicting but correct.</p> <p><b>Continuity and Change</b> Can offer reasons why.</p> <p><b>Historical Evidence</b> Understands how author and purpose affects a source and explains it. Uses reliable sources to support answers.</p>

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