

## LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: History

Band Descriptor	Conceptual understanding	Historical skills	
		Sources and interpretations	Communicating understanding
Higher	<p><b>Causation and Consequence</b></p> <ul style="list-style-type: none"> <li>Students can confidently construct an argument about the importance of causes or nature of consequences.</li> <li>Students can <b>analyse</b> and <b>evaluate</b> the role of causes in leading to historical events.</li> <li>Students can write effective explanations of the nature of the causes or consequences of events.</li> <li>Students can effectively compare the importance or nature of causes or consequences and confidently identify links between them.</li> </ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"> <li>Students have comprehensive chronological understanding and can confidently locate new knowledge into a wider historical context.</li> <li>Students can effectively explain how quickly, how far and the features of change in history.</li> <li>Students can confidently use their knowledge and vocabulary with accuracy to support an argument about the extent and importance of change.</li> </ul> <p><b>Similarity and difference/significance</b></p> <ul style="list-style-type: none"> <li>Students can use their knowledge to support comprehensive comparisons between periods, events, or people in the past.</li> <li>Students can effectively evaluate the nature of similarities and differences between different historical cultures and periods.</li> <li>Students can formulate a highly effective argument on significance, applying a criterion as a basis for their analysis.</li> <li>Students can consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li> </ul>	<p>Students show confident understanding of the nature of historical evidence and how it is used to support a claim.</p> <p><b>Primary sources:</b></p> <ul style="list-style-type: none"> <li>Students use appropriate evidence from sources to support and challenge a historical claim.</li> <li>Students can evaluate the utility and/or reliability of primary evidence by considering their content, provenance and by applying historical knowledge</li> <li>Students can make highly effective judgements about the usefulness of sources for areas of debate.</li> </ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>Students can independently identify the differences between historians' interpretations.</li> <li>Students can effectively evaluate the convincingness of interpretations by selecting relevant evidence.</li> </ul>	<p><b>Knowledge and evidence</b></p> <ul style="list-style-type: none"> <li>Students can plan and write confidently with a reasonable level of confidence for subject matter.</li> <li>Students can confidently select accurate and relevant evidence that effectively supports arguments.</li> </ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"> <li>Students can write developed analytical explanations which accurately tackle the task given.</li> </ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"> <li>Students can confidently make and support their own judgements on historical debates.</li> </ul> <p><b>Historical Communication</b></p> <ul style="list-style-type: none"> <li>Students can effectively structure their arguments</li> <li>Students can accurately and effectively use historical vocabulary and deploy in their writing flexibly and independently</li> </ul>

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<p><b>Intermediate</b></p>	<p><b>Causation and consequence</b></p> <ul style="list-style-type: none"> <li>• Students can begin to construct a reasonable argument about the importance of causes or consequences.</li> <li>• Students can explain the role of causes in leading to historical events and write about simple consequences.</li> <li>• Students can write explanations of the nature of the causes or consequences of events.</li> <li>• Students can sort causes into categories and see how they relate together</li> </ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"> <li>• Students have sound chronological understanding and can locate new knowledge into a wider historical context.</li> <li>• Students can explain with some confidence how quickly, how far and the features of change in history.</li> <li>• Students can use their knowledge and some change vocabulary to support an argument about the extent and importance of change.</li> </ul> <p><b>Similarity and difference/ significance</b></p> <ul style="list-style-type: none"> <li>• Students can use their knowledge to support effective comparisons between periods, events, or people in the past.</li> <li>• Students can effectively evaluate the nature of similarities and differences between different historical cultures and periods.</li> <li>• Students can formulate an effective argument on significance, they might be beginning to apply a criterion as a basis for their explanation.</li> <li>• Students can consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li> </ul>	<p>Students show sound understanding of the nature of historical evidence and how it is used to support a claim.</p> <p><b>Primary sources</b></p> <ul style="list-style-type: none"> <li>• Students use appropriate evidence from sources to support and/or challenge a historical claim.</li> <li>• Students can evaluate the utility and/or reliability of primary evidence by considering their content, provenance and/or by applying historical knowledge</li> <li>• Students can make sound judgements about the usefulness of sources for enquiries.</li> </ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>• Students can identify reasonable differences between historians' interpretations.</li> <li>• Students can evaluate the convincingness of interpretations by selecting relevant evidence.</li> </ul>	<p><b>Knowledge and evidence</b></p> <ul style="list-style-type: none"> <li>• Students can plan and write with some support with a reasonable level of confidence for subject matter.</li> <li>• Students can select accurate and relevant evidence that effectively supports their arguments.</li> </ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"> <li>• Students can write sound explanations which tackle the task given.</li> </ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"> <li>• Students can make sound judgements on historical debates and support effectively.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Students can structure their arguments effectively with some support.</li> <li>• Students can accurately and effectively use historical vocabulary with support</li> </ul>
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<p><b>Foundation</b></p>	<p><b>Causation and consequence</b></p> <ul style="list-style-type: none"> <li>• Students can identify causes of a historical event</li> <li>• Students can write basic descriptions of causes with some relevant evidence to support</li> <li>• Students can write about basic consequences of events by selecting limited evidence to support.</li> </ul> <p><b>Change and continuity (chronological understanding)</b></p> <ul style="list-style-type: none"> <li>• Students have some chronological understanding and are beginning to locate new knowledge into a wider historical context.</li> <li>• Students can begin to consider how quickly, how far and the features of change in history.</li> <li>• Students can use some knowledge and change vocabulary to support an argument about changes in the past</li> </ul> <p><b>Similarity and difference/ significance</b></p> <ul style="list-style-type: none"> <li>• Students can use their knowledge to support effective comparisons between periods, events, or people in the past.</li> <li>• Students are beginning to use similarities and differences between different historical cultures and periods to make basic judgements.</li> <li>• Students can make valid points for argument on significance.</li> <li>• Students are beginning to consider the significance of events, people, changes, periods and show awareness of different perspectives about significance.</li> </ul>	<p>Students show some understanding of how evidence can be used to support a claim.</p> <p><b>Primary sources</b></p> <ul style="list-style-type: none"> <li>• Students can recognise some strengths and/or weaknesses of historical sources.</li> <li>• Students use limited evidence from sources to support and/or challenge a historical claim.</li> <li>• Students can make basic judgements on the utility or reliability of primary sources</li> </ul> <p><b>Interpretations</b></p> <ul style="list-style-type: none"> <li>• Students show basic understanding of different views of the past.</li> <li>• Students can select key features of an interpretation and begins to explain the overall impression it gives about the past.</li> </ul>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Students can plan and write with support</li> <li>• Students can describe events in the past.</li> <li>• Students can select some basic evidence that supports their statements.</li> </ul> <p><b>Explanation and analysis</b></p> <ul style="list-style-type: none"> <li>• Students can write some basic explanations which link to the topic.</li> </ul> <p><b>Judgement and evaluation</b></p> <ul style="list-style-type: none"> <li>• Students can make reasonable judgements on historical questions.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Students can use basic historical vocabulary with some success</li> </ul>
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## **LITTLE HEATH SCHOOL KS3 ASSESSMENT CRITERIA: History**

### **Analyse**

Showing understanding by organizing their answer into valid components so that the explanation can build and develop. This might include developed exploration of the connections/links between different ideas/components in relation to a particular question or focus. Using those links to inform evaluation. This might include reference to the other skills (e.g. examples of change and continuity to develop their analysis)

### **Evaluate**

Explain different sides of a view or argument; weighing up strengths and weaknesses, advantages, and limitations. Give their own judgement on the debate considered.

### **Explain**

Make clear, interpret

### **Compare**

Describe how things are alike

### **Nature**

Key component features

### **Criteria**

The basis for a judgement, evaluation or analysis

### **Primary source**

A piece of historical evidence which was created at the time of events studied, or later by people who were there

### **Interpretation**

A constructed view by a historian of an event/person/etc which has used primary sources to construct their view