

Assessment Grades			Aspects of Achievement in History			
New GCSE Grade	Current GCSE Grade	'Old' KS3 Level	Ao1 Contextual Knowledge and understanding (35%)	Ao2 Key Concepts (35%)	Ao3 Source Analysis (15%)	Ao4 - Interpretations (15%)
9	A*		<p>To securely and consistently:</p> <ul style="list-style-type: none"> -Demonstrate, organise and communicate knowledge and understanding of the key features and characteristics of the periods studied and the relationship between them accurately - To deploy detailed historical knowledge effectively and with consistency. To show a thorough understanding of the historical periods, themes and topics studied (chronology and diversity a&b). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate independence and original thinking. 	<p>To securely and consistently:</p> <ul style="list-style-type: none"> -Explain and analyse historical events and periods studied using key second-order concepts, arriving at complex, well- reasoned and substantiated judgements. -To appreciate with complex understanding: Cause and Consequence Change/continuity Similarity / difference Significance within an historical concept - Construct perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them (d). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). - Demonstrate original thinking. 	<p>To securely and consistently:</p> <ul style="list-style-type: none"> - Compare, analyse, evaluate, link and make historical claims through using a wide range of source material (contemporary to the period) to make substantiated judgements, in the context of historical events studied. -Establish their own sequence of enquiry, investigate historical questions, accurately predict outcomes. Reach substantiated conclusions - (h) to problems or issues independently (g). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). - Demonstrate original thinking. 	<p>To securely and consistently:</p> <ul style="list-style-type: none"> -Compare, analyse, evaluate, link and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied - Recognise and develop reasoned comments on how and why events, people and issues have been interpreted and represented in different ways (f), and provide a well-developed consideration of their value in relation to their historical context. - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate original thinking
8	A*		Consistently:	Consistently:	Consistently:	Consistently:

		<ul style="list-style-type: none"> - Demonstrate, organise and communicate knowledge and understanding of the key features and characteristics of the periods studied and the relationship between them accurately - To deploy detailed historical knowledge effectively and with consistency. To show a thorough understanding of the historical periods, themes and topics studied (chronology and diversity a&b). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate some independence and original thinking. 	<ul style="list-style-type: none"> - Explain and analyse historical events and periods studied using key second-order concepts, arriving at complex, well- reasoned and substantiated judgements -To appreciate with complex understanding: Cause and Consequence Change/continuity Similarity / difference Significance within an historical concept - Construct perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them (d). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate some independence and original thinking. 	<ul style="list-style-type: none"> - Compare, analyse, evaluate, link and make historical claims through using a wide range of source material (contemporary to the period) to make substantiated judgements, in the context of historical events studied. -Establish their own sequence of enquiry, investigate historical questions, accurately predict outcomes. Reach substantiated conclusions - (h) to problems or issues independently (g). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate some independence and original thinking. 	<ul style="list-style-type: none"> -Describe, explain, compare, analyse, evaluate, link and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied - Recognise and develop reasoned comments on how and why events, people and issues have been interpreted and represented in different ways (f), and provide a well-developed consideration of their value in relation to their historical context. - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Demonstrate some independence and original thinking.
7	A	- Demonstrate, organise and	- Explain and analyse historical	- Compare, analyse and	- Describe, explain,

			<p>communicate knowledge and understanding of the key features and characteristics of the periods studied and the relationship between them accurately</p> <ul style="list-style-type: none"> - To deploy detailed historical knowledge effectively and with consistency. To show a thorough understanding of the key features and characteristics of the historical periods, themes and topics studied (chronology and diversity a&b). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Perhaps demonstrate independence and some original thinking. 	<p>events and periods studied using key second-order concepts, arriving at complex, well- reasoned and substantiated judgements</p> <ul style="list-style-type: none"> -To appreciate with complex/ developed understanding: Cause and Consequence Change/continuity Similarity / difference Significance within an historical concept - Make perceptive evaluations of the key concepts, features and characteristics of the periods studied, and the interrelationships between them (d). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Perhaps demonstrate independence and original thinking. 	<p>evaluate through using a wide range of source material (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <ul style="list-style-type: none"> -Establish their own sequence of enquiry, investigate historical questions, accurately predict outcomes. Reach substantiated conclusions - (h) to problems or issues independently (g). - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Perhaps demonstrate independence and original thinking. 	<p>compare, analyse, evaluate, link and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</p> <ul style="list-style-type: none"> - Recognise and develop reasoned comments on how and why events, people and issues have been interpreted and represented in different ways (f), and provide a well-developed consideration of their value in relation to their historical context. - Plan answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured and they compose reasoned and substantiated conclusions (e). -Perhaps demonstrate independence and original thinking.
6	B	8	- Demonstrate, organise,	- Explain and analyse historical	- Explain, compare, analyse,	- Describe, explain,

analyse and **communicate** knowledge and understanding of the key features and characteristics of the periods studied and the relationship between them accurately

- To deploy detailed historical knowledge effectively. To show a thorough understanding of the key features and characteristics of the historical periods, themes and topics studied (chronology and diversity a&b).

- **Plan** answers carefully, Candidates' arguments are well-structured and they **compose** reasoned conclusions (e).

events and periods studied using key second-order concepts, arriving at generally complex, well- reasoned judgements

To appreciate with more complex understanding:
Cause and Consequence
Change/continuity
Similarity / difference
Significance within an historical concept

- **Plan** answers carefully, Candidates' arguments are well-structured and they **compose** reasoned conclusions (e).

and **evaluate** a range of source material (contemporary to the period) to make judgements, in the context of historical events studied.

-Establish their own sequence of enquiry, investigate historical questions, accurately predict outcomes. Reach coherent and detailed conclusions - (h) to problems or issues (g).

- **Plan** answers carefully, (i). Candidates' arguments are well-structured (e).

compare, analyse, and evaluate (making judgements) about interpretations (including how and why interpretations may differ) in the context of historical events studied

- Recognise and **develop** reasoned comments on how and why events, people and issues have been interpreted and represented in different ways (f), and provide a well-**developed** consideration of their value in relation to their historical context.

- **Plan** answers carefully, writing succinctly and with precision (i). Candidates' arguments are well-structured (e).

5	B/C	8/7	- Recall, sort , organise and	- Demonstrate their	- Classify and use critically a	- Recognise and provide
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			<p>deploy detailed historical knowledge effectively and with increasing consistency. They show a broad understanding of the of the key features and characteristics of the historical periods, themes and topics examined (a&b).</p> <ul style="list-style-type: none"> - Communicate their ideas using historical terms accurately and appropriately (i). 	<p>understanding of the past through developed and reasoned explanations of relevant causes, consequences and changes of (c).</p> <ul style="list-style-type: none"> - Make analyses of the key historical events, issues and periods studied using key second-order concepts, offering effective contrasts and comparisons (d). 	<p>range of sources of information (contemporary to the period) in an historical context (h) to investigate historical questions, problems or issues independently, and to reach reasoned, detailed conclusions (g).</p>	<p>reasoned comments on how and why events, people and issues have been interpreted and represented in different ways ((including how and why interpretations may differ), and provide consideration of their value in relation to their historical context (f).</p> <ul style="list-style-type: none"> -Provide coherent and detailed conclusions.
4	C	7	<ul style="list-style-type: none"> - Select, organise and use historical knowledge with full accuracy and relevance, with evidence of analysis. They show sound understanding of the key features and characteristics of the historical periods, themes and topics studied (a&b). - Communicate their ideas using full explanation and historical terminology appropriately (i). 	<ul style="list-style-type: none"> - Explain, compare and illustrate their more developed understanding of the past through structured description, explanation and comparison of the main historical events, issues and periods studied using key second-order concepts (d). - Their descriptions are accurate and their explanations show good understanding of relevant causes, consequences and changes with evidence of analysis (c). 	<ul style="list-style-type: none"> - Explain, examine and compare with evidence of analysis a range of sources of information (contemporary to the period) in an historical context (h) -To investigate and solve historical questions, problems or issues (g) with little guidance, to reach appropriately detailed conclusions. 	<ul style="list-style-type: none"> - Recognise and comment on how and why events, people and issues have been interpreted and represented in different ways (including how and why interpretations may differ), and provide an appropriate consideration of their value in the historical context (f). -Comparison and some limited analysis of different interpretations is applied -Provide detailed conclusions.
3	D/E	6/5	<ul style="list-style-type: none"> - Select, organise and use 	<ul style="list-style-type: none"> - Illustrate their understanding 	<ul style="list-style-type: none"> - Describe, explain, examine 	<ul style="list-style-type: none"> - Recognise and comment on

			<p>historical knowledge with accuracy and relevance. They show sound understanding of the key features and characteristics of the historical periods, themes and topics studied (a&b).</p> <p>- Communicate their ideas using full explanation and historical terminology appropriately (i).</p>	<p>of the past through structured descriptions and explanations of the main historical events, issues and periods studied using key second-order concepts (d).</p> <p>- Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes (c).</p>	<p>and compare a range of sources of information (contemporary to the period) in an historical context (h) to investigate and solve historical questions, problems or issues (g) with some limited guidance, to reach appropriate conclusions.</p>	<p>how and why events, people and issues have been interpreted and represented in different ways (including how and why interpretations may differ), and provide an appropriate consideration of their value in the historical context (f).</p> <p>-Reach appropriate conclusions.</p>
2	E/F	5/4	<p>Select, organise, describe and adapt increasingly relevant historical knowledge to show some understanding of historical periods, themes and topics studied (a&b).</p> <p>- Communicate their ideas using some historical terminology and limited explanation (i).</p>	<p>- Demonstrate their understanding of the past through description and limited explanation of reasons, results and changes in relation to the events, people and issues studied (c).</p> <p>- They outline and begin to compare historical events, issues and periods studied using key second-order concepts, including characteristic ideas, beliefs and attitudes (b&d).</p>	<p>- Understand, describe and begin to explain sources of information (contemporary to the period). They begin to consider their usefulness for investigating historical issues and draw simple conclusions (h).</p>	<p>- Identify and compare ways in which events, people or issues have been represented and interpreted, with limited explanation for some of the reasons for this (including how and why interpretations may differ) in the context of historical events studied (f).</p>
1	F/G	4/3	<p>- Recall, select and organise</p>	<p>- Demonstrate their</p>	<p>- Understand sources of</p>	<p>- Identify some differences</p>

			<p>some relevant historical knowledge to show some basic understanding of the key features and characteristics of the historical periods, themes and topics studied (a&b).</p> <p>- Communicate their ideas using everyday language (i).</p>	<p>understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied (c).</p> <p>-They provide limited descriptions of historical events, issues and periods studied using key second-order concepts, including characteristic ideas, beliefs and attitudes (b&d).</p>	<p>information (contemporary to the period) and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions (h).</p>	<p>between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these in the context of historical events studied (f).</p>
0	U	3/2	<p>- Identify some relevant historical knowledge. Recognise some basic understanding of the key features and characteristics of the historical periods, themes and topics studied (a&b).</p> <p>- Communicate their ideas using basic everyday language (i).</p>	<p>- To recognise the past through basic description of reasons, results and changes in relation to the events, people and issues studied (c). They provide very limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes (b&d).</p>	<p>- To understand sources of information (contemporary to the period) and, taking them at their face value, beginning to consider their usefulness for investigating historical issues making observations (h). Use basic vocabulary.</p>	<p>- Identify in the form of basic observations some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these with basic vocabulary (f).</p>

Key:

Ao1 Contextual Knowledge and understanding: (a) Chronology (b) Diversity (35%)

Ao2 Key Concepts (35%): (c) Cause and Consequence (d) Change and Continuity (e) Significance

Ao3 Source Analysis (15%) **Processes:** (g) Enquiry (h) Using Evidence (i) Communication

Ao4 - Interpretations (15%) (f)