

	Deployment of Knowledge	Use of Sources & Interpretations
Foundation Grade	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You can make basic statements about history.</li> <li>You do not always complete sentences successfully.</li> <li>You know less than 20% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You copy details from the sources.</li> <li>You need support to show any understanding of the sources</li> </ul>
<u>Grade 1</u>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>Sometimes you write general comments without explaining how or why something happened.</li> <li>Sometimes you repeat yourself</li> <li>You know between 20 and 30% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>Sometimes you write general comment or copy the source out instead of answering the question.</li> <li>Sometimes you ignore the source.</li> <li>You have not shown any understanding of the question</li> </ul>
<u>Grade 2</u>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>You are able to write sentences, which include information in answer to the question.</li> <li>You are beginning to <b>describe</b> the basic details of the key concept.</li> <li>You know between 30 and 50% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>You can take information from sources; using them to find out about a question you have been asked.</li> <li>You have begun to describe the <b>nature, origin and purpose</b> of the source. However, you often take the source at face value.</li> </ul>
<u>Grade 3</u>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>Sometimes you do not stick to the point of the question you are answering but put in anything on the topic.</li> <li>You can effectively describe and have begun to <b>explain</b> the details of the key concept.</li> <li>You have looked at both sides of the arguments where appropriate.</li> <li>You know between 50 and 55% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You make one or two inferences from sources.</li> <li>You have begun to make basic links between sources and/or your own knowledge.</li> <li>You describe and have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility.</li> </ul>
<u>Grade 4</u>	<ul style="list-style-type: none"> <li>Sometimes you do not stick to the point of the question you are answering but put in anything on the topic.</li> <li>You can effectively describe and <b>explain</b> the details of the key concept.</li> <li>Your answer clearly shows both sides of the argument and reaches a clear conclusion where appropriate</li> <li>You know between 55% and 60% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You make several inferences from sources.</li> <li>You have begun to make basic links between sources and/or your own knowledge.</li> <li>You can explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility.</li> </ul>
<u>Grade 5</u>	<p><u>You have shown</u></p> <ul style="list-style-type: none"> <li>Your answers show good control of spelling, punctuation and grammar; there may be occasional errors.</li> <li>You can <b>explain and have begun to analyse</b> the details of the key concept.</li> <li>You know between 60 and 65% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of a source.</li> <li>You have made basic statements about the <b>reliability and utility of a source.</b></li> </ul>
<u>Grade 6</u>	<p><u>You have shown</u></p> <ul style="list-style-type: none"> <li>Your answers show good control of spelling, punctuation and grammar; there may be occasional errors.</li> <li>You can <b>offer a basic analysis of the</b> key concept.</li> <li>You know between 65 and 75 % of the factual information in the topic studied.</li> </ul>	<p><u>You have shown:</u></p> <ul style="list-style-type: none"> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b></li> <li>You can understand the <b>reliability and utility of a source.</b></li> </ul>

<u>Grade 7</u>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>• Your answers show excellent control of spelling, punctuation and grammar; errors are rare.</li> <li>• You have detailed knowledge and understanding and use this in a clear argument.</li> <li>• You can <b>analyse the significance</b> of the key concept and make your own clear historical judgment.</li> <li>• You know between 80 and 90% of the factual information in the topic studied.</li> </ul>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>• You will be able to comment on the <b>reliability</b> of sources, and their <b>utility</b>, these skills will be shown as part of the whole answer.</li> <li>• You can <b>analyse</b> inferences from the sources.</li> <li>• You can effectively cross reference between sources and/or your own knowledge.</li> <li>• You can analyse the <b>nature, origin and purpose</b> of the source.</li> </ul>
<u>Grade 8</u>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>• Your answers show excellent control of spelling, punctuation and grammar; errors are rare.</li> <li>• You have detailed knowledge and understanding and use this in a clear argument.</li> <li>• You can <b>analyse the significance</b> of the key concept and make your own clear historical judgment.</li> <li>• Your conclusion should be a sustained judgement on the key issues in the question.</li> <li>• You must demonstrate a high level of control over the English language.</li> <li>• You know between 90 and 100 % of the factual information in the topic studied.</li> </ul>	<p><u>You have shown: -</u></p> <ul style="list-style-type: none"> <li>• You will be able to comment on the <b>reliability</b> of sources, and their <b>utility</b>, these skills will be shown as part of the whole answer.</li> <li>• You can <b>analyse</b> inferences from the sources.</li> <li>• You can effectively cross reference between sources and/or your own knowledge.</li> <li>• You can analyse the <b>nature, origin and purpose</b> of the source.</li> <li>• Your conclusion should give a final, sustained judgement on the source or sources.</li> <li>• All of the sections of your argument should be linked successfully.</li> <li>• You may have used historians views as appropriate.</li> </ul>

### Rationale

The grade descriptors are best fit and are designed to be used from KS3-KS4. Specific grading criteria may be used for various assessments; however assessments should be based on these criteria. Every lesson should contain an element of levelled criteria using the above GCSE levels as a basis for this. Grade 9 is the top 20% of students who achieve the Grade 8 skills.

<b>Assessment Objectives</b>		<b>% Weighting Short Course</b>	<b>% Weighting Full Course</b>
AO1	Recall, select and communicate their knowledge and understanding of history	30	32.5
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	30	32.5
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	40	35