

	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	Year 9	
	1	2	3	4	5	6	8	
A01: Significance and Chronology	<p>Says which changes were more important.</p> <p>You can sequence events e.g. a timeline.</p> <p>You can divide the past into different periods of time.</p> <p>You can recognise similarities and differences between periods of time.</p>	<p>Sums up their overall impact on life, beliefs or ideas to say which were most important.</p> <p>You are gaining confidence using terms and dates.</p> <p>You can describe features of past societies and periods.</p>	<p>Weights up their impact on life, beliefs or ideas to judge their overall effect.</p> <p>You can describe features of past societies and make links between different historical periods from British and international history.</p>	<p>Weights up their impact on life, beliefs or ideas to say why some changes were more important than others.</p> <p>You describe different societies and periods from British and other History and make links between features within and across different periods.</p>	<p>Judges what changes had the biggest impact on life, beliefs or ideas.</p> <p>You have detailed knowledge about periods within British and other History.</p> <p>You can use this knowledge to analyse relationships between features of a particular society.</p>	<p>Judges the importance of changes by measuring how big an impact the had on different people at different times.</p> <p>You can use knowledge to analyse the relationships between different features both within and across periods.</p>	<p>Makes an informed judgement of the changes using measures such as impact and effect on different people at different times.</p> <p>You can use knowledge to analyse the relationships between different features both within and across periods from 1066-present.</p>	<p>Makes a very informed judgement of the changes using measures such as impact, effect and outcome on different people, in different areas of the world at different times.</p> <p>You can use detailed knowledge to analyse the relationships between different features both within and across periods from 1066-present.</p>
A02: Cause and Consequences	<p>Describes a range of causes and consequences in detail</p> <p>Can begin to describe which are the most important</p>	<p>Describes a range of causes and consequences and begins to show how one cause can lead to another.</p> <p>Compares which are the most important</p>	<p>Explains causes and consequences and their effects</p> <p>Compares which are the most important</p>	<p>Explains and groups causes and consequences and their effects in detail.</p> <p>Can judge which causes and consequences are the most important</p>	<p>Explains and groups causes and consequences in detail.</p> <p>Explains and supports judgements on why some causes and consequences are more important than others</p>	<p>Explains and groups causes and consequences in detail.</p> <p>Uses links to prove why some causes and consequences are more important than others.</p>	<p>Explains and groups causes and consequences in very good detail using factors.</p> <p>Uses links to prove why a range of causes and consequences are more important than others using a range of criteria.</p>	<p>Explains in detail grouped causes and consequences with relevant and specific examples to analyse factors.</p> <p>Uses links to prove why a range of causes and consequences are more important than others using a range of criteria which includes social, economic and religious.</p>
A03: Evidence/ Use of Sources	<p>Infers what the sources mean or suggest using what they say or show e.g. quotations.</p> <p>Links some of the information in the sources to some own knowledge.</p> <p>Describes the COP of sources.</p> <p>Chooses information from the source that is relevant to the historical enquiry.</p>	<p>Explains inferences from the sources using what they say or show.</p> <p>Describes accurate or inaccurate information in the sources using their own knowledge.</p> <p>Says how the COP of the source can make it reliable or limited.</p> <p>Chooses information from the source that is relevant to the historical enquiry.</p>	<p>Sources are clearly used to support an argument.</p> <p>Explains inferences from the sources using details from what they say or show.</p> <p>Checks accurate or inaccurate information in the sources using their own knowledge.</p> <p>Says how the COP of the source can make it reliable or limited.</p> <p>Selects effective information from the source that is relevant to the historical enquiry.</p>	<p>Judgements drawn from the sources.</p> <p>Explains inferences from sources using details from what they say or show and own knowledge.</p> <p>Weights up accurate and inaccurate information in the sources using their own knowledge.</p> <p>Explains how a sources COP can make it reliable and limited.</p> <p>Selects effective evidence from several sources to weigh up an historical enquiry.</p>	<p>Critical use of sources and own knowledge to reach a decisive conclusion.</p> <p>Explains inferences from sources using details from what they say or show and detailed own knowledge.</p> <p>Judges how accurate the content is using detailed own knowledge.</p> <p>Explains how the sources COP can make it reliable and limited and how this shapes the content.</p> <p>Selects the most useful evidence from several sources to use to explore historical enquiries.</p>	<p>Critical use of sources and own knowledge to reach a decisive conclusion.</p> <p>Explains inferences from sources by interpreting what they say or show using detailed own knowledge.</p> <p>Judges how accurate the content is using detailed own knowledge.</p> <p>Explains the impact of the sources COP on the accuracy of its content.</p> <p>Selects the most useful evidence from a wide range of sources, using this to judge historical enquiries.</p>	<p>Critical use of a range of sources and own knowledge to reach a decisive and well informed conclusion.</p> <p>Explains inferences from a range of sources by interpreting what they say or show using very detailed own knowledge and use of the historical context.</p> <p>Detailed explanation of the impact of the sources using content, origin and purpose to analyse the accuracy in detail, of its content.</p> <p>Critically selects the most useful evidence from a very wide range of sources using this to make supported judgements.</p>	<p>Very Critical use of a range of sources and own knowledge to reach a decisive and well informed conclusion.</p> <p>Explains in detail inferences from a wide range of sources by interpreting what they say or show using very detailed own knowledge and use of the historical context.</p> <p>Very Detailed explanation of the impact of the sources using content, origin and purpose to analyse the accuracy in detail.</p> <p>Critically selects the most useful evidence from a very wide range of sources using this to make supported and sustained judgements.</p>
A04: Interpretation	<p>Describes the interpretation by using quotes.</p> <p>Understands the language of opinion and consequently can decide which source is 'best'.</p>	<p>Describe the representation in more detail.</p> <p>Uses some knowledge to consider the validity of the representation.</p> <p>Can start to decide on 'the best' based on their objectiveness and accuracy.</p>	<p>Describe the views of the representations and uses detail.</p> <p>Weights up the representations to decide which is best based on the nature of the representation.</p> <p>Uses knowledge to say how broad, accurate or objective they are.</p>	<p>Describe and compare the views of the representations, how they are coming across and an explanation of why they're different.</p> <p>Detailed own knowledge to explain how valid the interpretation is.</p> <p>Judges which representations are better and explains why.</p>	<p>Describes the representations in detail with the purpose of comparing their views.</p> <p>Uses this to make a comparative judgement, also based on accuracy and objectiveness.</p>	<p>Explains the reasons for the similarities and differences in the views of the representations in light of the provenance of the representation.</p> <p>Detailed own knowledge to explain how valid the representation is based on accuracy and objectiveness.</p> <p>Judged which representation was best and used a clear criterion to make this judgement.</p>	<p>Explains in detail the reasons for the similarities and differences in the views of the representations in light of both provenance and the historical context.</p> <p>Very detailed own knowledge to explain how valid the representation is based on accuracy and objectiveness.</p> <p>Judged which representation was best and used a clear criterion, such as accuracy and objectiveness to make this judgement.</p>	<p>Explains in detail the reasons for the similarities and differences in the views of the representations in light of both provenance and the historical context.</p> <p>Very detailed own knowledge to explain how valid the representation is based on accuracy and objectiveness and comprehensiveness.</p> <p>Judged which representation was best and used a clear criterion, such as accuracy, objectiveness and comprehensiveness to make this judgement.</p>
A05: Spelling and Writing Skills	<p>Uses Historical key terms</p> <p>Some points are made in paragraphs, giving answers some structure but this is not continuous throughout, or points are ordered/explained in a confusing way</p> <p>Uses the past and present tense correctly</p> <p>Some spelling, punctuation and grammatical errors, but the meaning is clear, writing is in a fluid style</p>	<p>Uses a range of Historical key terms accurately</p> <p>The answer is organised and written in well-structured paragraphs which relate to the question</p> <p>A few spelling, punctuation and grammatical errors which do not affect the overall meaning</p>	<p>Uses a wide range of Historical key terms accurately</p> <p>Points are made in clear, well-structured paragraphs, which are ordered in a way which helps the argument flow, in a fluent style</p> <p>Only one or two spelling, punctuation and grammatical errors</p>	<p>Uses a wide range of Historical key terms accurately</p> <p>Points are made in clear, well-structured paragraphs, which are ordered in a way which helps the argument flow, in a fluent style</p> <p>Only one or two spelling, punctuation and grammatical errors</p>	<p>The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</p>	<p>The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</p>	<p>The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</p>	<p>The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</p>