

GCSE KS4	GCSE KS4	GCSE KS4	GCSE KS4	GCSE KS4	GCSE KS4	GCSE KS4	GCSE KS4	
1	2	3	4	5	6	7	8	
A01: Knowledge and Understanding	Work will lack an understanding of the topics studied. Overall my own knowledge will be poor.	Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics	Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics such as some years, dates or key individuals.	Demonstrate some accurate historical knowledge using some knowledge recall skills, understanding most key features and characteristics.	Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics	Demonstrate accurate and appropriate historical knowledge, using first order concepts, combined with a good understanding of key features and characteristics such as relevant dates, years, people and groups.	Demonstrate relevant and comprehensive knowledge, first order concepts, combined with a sophisticated understanding of key features and characteristics	Demonstrate relevant and comprehensive knowledge, using detailed first order concepts, combined with a very sophisticated understanding of key features and characteristics.
A02: Second Order Concepts	Hold a basic grasp of cause and consequence.	Construct a basic line of reasoning with some reference to second order concepts	Construct a fairly basic line of reasoning with some reference to second order concepts such as causation and consequence and significance.	Construct a coherent line of reasoning using second order concepts, by being able to describe the causes and consequences of an event. Beginning to consider change and continuity.	Construct a coherent line of reasoning using second order concept. Ability to explain change and continuity. Start to consider long and short-term impact.	Construct a solid and supported coherent line of reasoning using second order concepts. Be able to explain the consequences of an event lead to change and thus can determine significance.	Construct a convincing line of reasoning using a range of second order concepts. Analysis is starting to develop to form a judgement.	Construct a convincing line of reasoning using substantial range of second order concepts to provide evaluation and analysis.
A03: Source Evaluation	Paraphrase or copy key details from historical sources.	Comprehend, to draw simple conclusions: Sources to provide some investigation of historical issues	Can make some conclusions about the sources based on their content and provenance. Starts to consider reliability and usefulness.	Provides basic evaluation of the sources to try to formulate a judgement based on COP and how reliable or useful the source is.	Analyse and provide some evaluation, to reach reasoned judgements, of: A range of sources, in context, to investigate historical issues	Analyse and provide good evaluation, to reach supported judgements, of a range of sources, in context, to investigate historical issues. Starts to consider the impact of provenance of the validity of the source.	Critically analyse and evaluate, to reach reasoned, substantiated judgement using a range of sources, in context, to investigate historical issues. Provenance of the source is also considered to evaluate the validity of the source.	Very critically analyse and evaluate, to reach reasoned, supported substantiated judgements using a wide range of sources, in context, to investigate historical issues whilst considering provenance.
A04: Judgements about Interpretations	Can make basic judgements by describing whether sources are biased.	Interpretations to identify similarities and differences.	Interpretations to identify similarities and differences based on the content and some basic provenance points.	Some evaluation provided for why the interpretations may differ and how reach a judgement based on usefulness and reliability of the interpretation.	Analyse and provide some evaluation, to reach reasoned judgements, of interpretations and why they may differ	Analyse and provide good evaluation, to reach reasoned judgements, of interpretations and why they may differ considering COP and the interpretation in the historical context.	Critically analyse and evaluate, to reach reasoned, substantiated judgement using a range of interpretations in context, to investigate historical issues. Provenance of the interpretations is also considered to evaluate the validity of the source.	Very critically analyse and evaluate, to reach reasoned, supported substantiated judgements using a range of interpretations and why they may differ based on their provenance and their context.
A05: SPaG	The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.	The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.	Judges how accurate the content is using detailed own knowledge.	Judges how accurate the content is using detailed own knowledge.	Detailed explanation of the impact of the sources using content, origin and purpose to analyse the accuracy in detail, of its content.