



History Assessment Levels



I can do this	9=	8+	8=	8-	7+	7=	7-	6+	6=	6-	5+	5=	5-	4+	4=	4-	3+	3=	3-	2+	2=	2-	1+	1=	1-	F+	F=	F-
Causation	Causes, their consequences and relationships, are analysed Differentiation between intended and unintended consequences.	Relationships between causes are described. Some analysis Reasoned and convincing argument	Intended and unintended consequences are identified Multiple short and long-term causes identified and explained	Multiple causes are prioritised and explained Begins to analyse causes Unintended consequences identified	Multiple causes explained Can rank and explain range of causes, using own valid criteria	Some causes explained Can rank causes according to valid criteria	Explains a single reason for an event. Starts to explain more than one reason but explanation is brief and lacks detailed support.	Beginning to identify a few reasons for and results of main events and changes	Identifies a single cause for an event or change	Can distinguish between a cause and a consequence.																		
Significance	Historical significance is shown to vary over time and from group to group. Some reasons for this are given.	Why a person or event is seen as significant at a particular time can be explained	Why a person or event is seen as significant can be explained	Appropriate criteria can be drawn up, evidence can be matched to them and explained	Evidence can be matched to criteria and explained	Evidence can be matched to criteria	Assigns significance to a person or event and explains it but this is based on personal preference	Assigns significance to a person or event but this is based on personal preference	Assigns significance to a person or event but this is based on when or where they were born	Beginning to understand what is meant by significant but assumes that meaning is the same as important																		
Change and continuity	Understands that past is formed of multiple lines of development and that each has its own flow; not necessarily following same line as other places at the same period in history	Able to analyse the type and pace of change	Able to describe the type and pace of change	Different types and pace of change identified	Changes categorised according to type and pace	Can show that change is not continuous and doesn't necessarily equate to progress Changes are explained	Can explain short-term impact of individual events Examples of change and continuity between periods are explained	Can see short-term impact of individual events Examples of change and continuity between periods are identified	Identifies examples of change between one period of time and another	Can identify from given suggestions what the impact of an event might be Can identify whether something is an example of change or continuity																		
Historical evidence	Critical analysis of the origin, purpose and content of source Evidence doesn't have fixed value of utility; varies according to the enquiry undertaken History should be constructed from complimentary & contrasting sources	Effectively uses own knowledge to test the value of sources Understanding that a source will reflect the views of its author Confident in comparing and contrasting sources	Starting to use own knowledge to test the value of sources Considers the origin and purpose of the evidence	Assesses provenance of range of sources Able to judge and explain usefulness of a source	Assesses provenance of single sources Able to judge and explain usefulness of a source for a particular purpose	Makes inferences from sources Understands that all evidence is useful in some way Understands that context plays part in understanding sources	Sees evidence as inherently useful or not useful according to content and can explain choice Can make judgements about a source but are made without contextual reference and viewed through modern mindset	Sees evidence as inherently useful or not useful according to type	Generalised comment about usefulness of source	Can make judgements about a source but are made solely on the basis of how much detail they contain																		
Historical interpretations	Approach of author identified and understanding is shown of the viewpoint of the author, their purpose, the intended audience and the evidence they have chosen to use.	Explains how and why interpretations have arisen	Messages and main points of an interpretation are identified through reference to the interpretation itself	Assesses how and why different interpretations have arisen Aware that interpretations are not used for obtaining factual information	Can extract 'information' from variety of sources but without an awareness that sources should not be used in this way Explains how/why different interpretations have arisen	Aware of different viewpoints but is lacking in development Accounts of the past are used uncritically	Can identify different views and is starting to suggest reasons why they have occurred	Uses accounts of the past but they are seen as accurate versions of the past which contain mistakes	Can recognise differences between interpretations	Can identify different interpretations of an event.																		

Historical perspectives	Evidence-based inferences used to reconstruct beliefs, values and motivations.	Evidence used to come to some conclusions about beliefs, values and motivations of past individuals and groups.	Can distinguish variety of diverse perspectives and experiences in the past	Understands that perspectives of people in the past have to be explained with reference to the historical context	Can describe how the historical context was different Can make detailed construction of daily life of people from the past, supported by evidence, but beliefs etc. still imagined rather than inferred from the evidence.	Can construct daily life of people from the past, supported by evidence, but beliefs etc. still imagined rather than inferred from the evidence Understands that historical context was different	Describes how a past historical context was different	Can put themselves in the place of someone from the past but this is seen as an imaginative exercise	Describes historical context but with the assumption that the beliefs, motives and values of people in the past were the same as those of people today	Can describe concrete details of a past period but without attempting to ascribe beliefs, motives or values to the people of the period
Communication	Work is analytical Links made between multiple pieces of evidence as well as between factors	Argument flows and is cogent Conclusions come to a judgement and weigh up evidence Clear links back to question in each paragraph	Clear structure Links made between some of the factors and evidence used	Multiple evidence used to back up points being made Clear links back to the question Evidence accurate and relevant	Formal structure with paragraphs used in formulaic fashion Appropriate introduction and conclusion Links to the question	Some evidence used to back up arguments Use of paragraphs but not necessarily used correctly	Some valid sentences written and some undeveloped evidence supplied.	Writes several generalised sentences in answer to question but no structure and no real evidence offered.	Writes single sentence in answer to a question.	Writes about the topic but without answering the question.