

Weston Point College: Grade Descriptors – History

Assessment Criteria				
To gain a GCSE grade:	Skill Area 1 Recall, select and communicate knowledge and understanding of history	Skill Area 2 Demonstrate understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • Key concepts: causation, consequence, continuity, change and significance within an historical context • Key features and characteristics of the periods studied and the relationship between them 	Skill Area 3 <ul style="list-style-type: none"> • Understand, analyse and evaluate: A range of source material as part of an historical enquiry 	Skill Area 4 Historical Interpretations <ul style="list-style-type: none"> • How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry
8+	<ul style="list-style-type: none"> • Young people show their mastery of knowledge and understanding of local, national and international history • Young people use historical terminology confidently, reflecting on the way in which terms can change meaning according to their context. • Young people produce precise and coherent work. 	<ul style="list-style-type: none"> • Young people construct substantiated analyses about historical change and continuity, diversity and causation 	<ul style="list-style-type: none"> • Young people suggest lines of enquiry into historical problems and issues, refining their methods of investigation • Young people evaluate critically a range of sources (by evaluating tone, language and purpose) and reach substantiated conclusions independently 	<ul style="list-style-type: none"> • Young people analyse and explain a range of historical interpretations and different judgements about historical significance

Weston Point College: Grade Descriptors – History

7	<ul style="list-style-type: none"> • Young people show extended knowledge and understanding of local, national and international history • Young people select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work. 	<ul style="list-style-type: none"> • Young people analyse historical change and continuity, diversity and causation 	<ul style="list-style-type: none"> • Young people investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken. • When establishing the evidence for a particular enquiry, Young people consider critically issues surrounding the origin, nature and purpose of sources. 	<ul style="list-style-type: none"> • Young people explain how and why different interpretations of the past have arisen or been constructed • Young people begin to explain how the significance of events , people and changes has varied according to historical perspectives.
6	<ul style="list-style-type: none"> • Young people show secure knowledge and understanding of local, national and international history • Young people select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work. 	<ul style="list-style-type: none"> • Young people begin to analyse the nature and extent of diversity, change and continuity within and across different periods. They begin to explain relationships between causes. 	<ul style="list-style-type: none"> • Young people investigate historical problems and issues, asking and beginning to refine their own questions. • Young people evaluate sources to establish relevant evidence for particular enquiries. 	<ul style="list-style-type: none"> • Young people begin to explain how and why different interpretations of the past have arisen or been constructed. • Young people explore criteria for making judgements about the historical significance of events, people and changes.
5	<ul style="list-style-type: none"> • Young people show that they are approaching a secure knowledge and understanding of local, national and international history 	<ul style="list-style-type: none"> • Young people describe events, people and some features of past societies and periods in the context of their developing chronological framework. • Young people begin to recognise and describe the 	<ul style="list-style-type: none"> • Young people investigate historical problems and issues and begin to ask their own questions. • Young people begin to evaluate sources to establish 	<ul style="list-style-type: none"> • Young people suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as

Weston Point College: Grade Descriptors – History

	<ul style="list-style-type: none"> Young people select and deploy information and make appropriate use of historical terminology to support and structure their work 	<p>nature and extent of diversity, change and continuity, and to suggest relationships between causes.</p>	<p>evidence for particular enquiries.</p>	<p>more historically significant than others.</p>
4	<ul style="list-style-type: none"> Young people show that they are developing a secure knowledge and understanding of local, national and international history They begin to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> Young people describe some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. Young people describe characteristic features of past societies to identify change and continuity within and across different periods and identify some causes and consequences of the main events and changes 	<ul style="list-style-type: none"> When finding answers to historical questions, they begin to use information as evidence to test hypotheses 	<ul style="list-style-type: none"> Young people identify and describe different ways in which the past has been interpreted.
3	<ul style="list-style-type: none"> Young people show that they are beginning to increase their knowledge and understanding of the past by using dates and terms, be describing some of the main events, people and periods they have studied and by placing them into different periods of time. 	<ul style="list-style-type: none"> Young people begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. 	<ul style="list-style-type: none"> Young people use sources to find answers to questions about the past. 	<ul style="list-style-type: none"> Young people begin to identify some of the different ways in which the past had been represented.

Weston Point College: Grade Descriptors – History

2	<ul style="list-style-type: none"> Young people show some knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order. 	<ul style="list-style-type: none"> Young people recognise that their own lives are different from the lives of people in the past and by describing some of the topics, events and people they have studied. Young people begin to recognise that there are reasons why people in the past acted as they did 	<ul style="list-style-type: none"> Young people observe or handle sources to find answers to questions about the past. 	<ul style="list-style-type: none"> Young people begin to recognise to identify some of the different ways in which the past has been represented.
1	<ul style="list-style-type: none"> Young people show emerging knowledge and understanding of the past by recognising the difference between present and past, 	<ul style="list-style-type: none"> Young people can place a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past. 	<ul style="list-style-type: none"> They use sources to answer simple questions about the past. 	<ul style="list-style-type: none"> N/A