

History Scheme of Assessment 2018

Grade	A01 – Demonstrate knowledge and understanding of the key features and characteristics of the period.	A02 – Explain and analyse historical periods studied using second – order historical concepts (change, continuity, similarity, difference and significance)	A03 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	A04 – Analyses, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
9.5	Demonstrates extensive knowledge of key features, a range of extensive information, beyond the stimulus points is precisely selected to address the question.	Explains and groups changes / similarities in detail by comparing life at different times for different people. Judges the importance of the changes by measuring how big an impact was on people at different times. Makes synoptic links to other time periods and places to explain why some aspects change whilst others stayed the same by looking for historical patterns and explains and groups causes / consequences and their effects in detail – uses counterfactual arguments to explain and support links to prove why some cause / consequences are more important than others.	8+ Evaluates sources within their historical context to explain what evidence they can provide for historical enquiries.	8+ Shows developed understanding of the nature of the historical debate and how this has changed over time.
8.5	Demonstrates extensive knowledge of key features, extensive information, beyond the stimulus points is precisely selected to address the question.	Explains and groups changes / similarities in detail by comparing life at different times for different people. Judges the importance of the changes by measuring how big an impact was on people at different times. Explains why some aspects change whilst others stayed the same and explains and groups causes / consequences and their effects in detail – uses links to prove why some cause / consequences are more important than others.	Explains inferences from sources by interpreting details from the sources, Judges how accurate the content is using detailed own knowledge. Explains the impact of the sources NOP on the accuracy of its content. Analyses and evaluates the evidence from a wide range of sources to judge historical enquiry.	Explains the reasons for the similarities and differences in the views of interpretations considering the values and context of the time in which they were made. Uses detailed own knowledge to explain how valid the evidence used in the interpretation is (accurate / broad / objective), Judges which interpretations are convincing and uses clear criteria to make judgement.
7.5	Demonstrates secure knowledge of key features. A range of information beyond the stimulus points is selected to address the question directly.	Explains and groups changes / similarities in detail by comparing life at different times for different people. Judges what changes had the biggest impact on life, beliefs or ideas. Say why some aspects change whilst others stayed the same and explains and groups causes / consequences and their effects in detail – Explains and supports judgements on why some cause / consequences are more important than others.	Explains inferences from sources using details from the sources, Judges how accurate the content is using detailed own knowledge. Explains how the sources NOP can make it reliable and limited and how this shapes content. Selects the most useful evidence from several sources to weigh up historical enquiry.	Describes interpretations in detail to compare their views, how they get them across and why they are different. Uses detailed own knowledge to explain how valid the evidence used in the interpretation is (accurate / broad / objective), Judges value and why interpretations differ with reasoning.
6.5	Demonstrates good knowledge of key features, accurate and relevant information is shown with an attempt to directly focus on the question. Shows generally continuous reasoning.	Explains and groups changes / similarities in detail by comparing life at different times for different people. Weighs up their impact on life, beliefs or ideas to say why some changes were more important than others, Explains and groups causes / consequences and their effects in detail – judges which cause / consequences are most important with reasoning.	Explains inferences from sources using details from the sources, weighs up accurate and inaccurate information in the sources using own knowledge. Explains how the sources NOP can make it reliable and limited. Selects effective evidence from several sources to weigh up historical enquiry.	Describes interpretations in detail to compare their views, how they get them across and give some reasons why these might be different. Uses detailed own knowledge to explain how valid an interpretation are (accurate / broad / objective), Judges value and why interpretations differ with reasoning.
5.5	Demonstrates some knowledge of the key features, mostly accurate and relevant information	Explains changes / similarities in detail by comparing life at different times, weighs up their impact on life, beliefs or ideas to judge their overall effect. Explains causes / consequences	Explains inferences using details from the sources, checks accurate and inaccurate information in the sources using own knowledge. Analyses how a source's NOP can make it	Describes interpretations in detail to compare how they get their views across. Uses detailed own knowledge to describe how valid an interpretation is (accurate / broad / objective).

	used.	and their effects in detail – compares which are more important.	reliable / limited and selects effective evidence from the sources to use in historical enquiry. Provenance is mentioned.	Weighs up values and why the interpretations differ.
Grade	A01 – Demonstrate knowledge and understanding of the key features and characteristics of the period.	A02 – Explain and analyse historical periods studied using second – order historical concepts (change, continuity, similarity, difference and significance)	AO3 – Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	AO4 – Analyses, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
4.5	Shows some knowledge of key features. Gives 3-4 relevant accurate points.	Describes several causes / consequences in detail and sums up their overall impact on life, beliefs or ideas. Describes several causes / consequences and groups them to sum up overall effect in detail – compares which are more important.	Explains inferences from sources, describes accurate / inaccurate information in the sources using some own knowledge. Says how the NOP can make it reliable / limited and chooses information from the sources to use in historical enquiry.	Describes interpretations in detail to compare how they get their different views across. Uses some own knowledge to say how valid an interpretation is (accurate / broad / objective). Sums up overall how good / bad the interpretation is and which are best.
3.5	Describes knowledge of key features with accurate points.	Describes several causes / consequences in detail and says which are more important, describes changes / similarities by comparing time periods and states which are important.	Infers what sources mean/ suggest using what they say / show, uses some contextual knowledge to describe the NOP of the sources.	Describes interpretations by giving examples or quoting from them. Makes simple comments on the interpretations using some own knowledge. Decides which interp. Is best based on nature of the interp.
2.5	Describes knowledge of key features with accurate points, uses everyday language.	Describes changes or similarities by comparing time periods – states which are important with basic line of reasoning.	Says what sources say / show to highlight meaning. States NOP uses info directly from sources as evidence in historical enquiry.	Picks out some own knowledge related to interpretations and gives simple view on interpretations.
1.5	Recalls / identifies 1 – 2 accurate points for required features.	Identifies how life has changed or stayed the same, limited understanding written narratives are simple.	Sums up or repeats what sources say or the NOP. Offers limited contextual knowledge.	Identifies different ways the past has been shown. Some contextual knowledge shown, states if the interpretations are good or bad.
0.5	Working towards a grade (WTG) with general comments.	Generalised comments that are unstructured.	Rewrites the sources, lacking contextual knowledge.	No comment on the interpretations, little historical awareness.