

History KS3 Assessment Descriptors



Year 7

Level	Descriptors
Advanced	• Uses a variety of accurate and mostly relevant historical facts. • Uses a variety of accurate historical vocabulary. • Can explain historical concepts (e.g. causation or consequence). The student begins to explain how causes link together. • Conclusion / judgement includes an argument. • Details in sources are precisely identified, and inferences are made based on a given enquiry. • There is an attempt to apply historical context to sources.
Secure	• Uses a variety of accurate historical facts and uses accurate historical vocabulary. • Explanation uses simple reasoning and links back to the question. • Conclusion / judgment uses simple reasoning. • Details in sources are precisely identified, and inferences are made.
Developing	• Uses several historical facts and uses mostly consistent historical vocabulary. • There are attempts to link evidence back to the question. • Conclusion / judgement is stated. • Describes basic details in sources with occasional inferences being made.
Foundation	• Uses simple facts and uses simple History vocabulary. • Minimal attempt at explanation and/or judgement. • Describes basic details in sources.

Year 8

Level	Descriptors
Advanced	• Uses a variety of accurate and precise historical facts, including some detailed evidence (e.g. statistics / laws). • Can explain historical concepts (e.g. causation or consequence). The student analyses links between causes and turning points. • Conclusions have begun to use criteria to form a judgement. • Details in sources are precisely identified, and inferences are made based on a given enquiry. The provenance of the source is used in analysis. • Historical context is applied to inferences and/or provenance. • Can describe the opinion of an historian using their own words and uses appropriate supporting evidence from each interpretation.
Secure	• Uses a variety of accurate and mostly relevant historical facts and uses a variety of accurate historical vocabulary. • Can explain historical concepts (e.g. causation or consequence). The student begins to explain turning points and how causes link together. • Conclusion / judgement includes an argument. • Details in sources are precisely identified, and inferences are made based on a given enquiry. There is simple examination of the provenance of a source. • There is an attempt to apply historical context to sources. • Can describe the opinion of an historian using their own words.
Developing	• Uses a variety of accurate historical facts and uses accurate historical vocabulary. • Explanation uses simple reasoning and links back to the question. • Conclusion / judgment uses simple reasoning. • Details in sources are precisely identified, and inferences are made. The provenance of the source is asserted. • Can identify the difference of opinion between two historians using the words of the historians.
Foundation	• Uses several historical facts and uses mostly consistent historical vocabulary. • There are attempts to link evidence back to the question. • Conclusion / judgement is stated. • Describes basic details OR provenance of sources with occasional inferences being made. • Can pick out quotes which demonstrate the opinion of an historian.

Year 9

Level	Descriptors
Advanced	- Consistently uses a variety of detailed and precise historical facts. These have been carefully selected. - Can explain historical concepts (e.g. causation or consequence). The student analyses links between causes and turning points. - Conclusions use criteria to form a judgement and arguments are generally sustained. - Details in sources are precisely identified, and inferences are made based on a given enquiry. The provenance of the source is used in analysis, and criteria is applied to explain the usefulness of a source. - Historical context is applied to inferences and provenance. - Can describe the opinion of an historian using their own words and uses appropriate supporting evidence from each interpretation. - Can use evidence to analyse the opinion of historians and evaluate the extent to which they agree.
Secure	- Uses a variety of accurate and precise historical facts, including some detailed evidence (e.g. statistics / laws). - Can explain historical concepts (e.g. causation or consequence). The student analyses links between causes and turning points. - Conclusions have begun to use criteria to form a judgement. - Details in sources are precisely identified, and inferences are made based on a given enquiry. The provenance of the source is used in analysis. - Historical context is applied to inferences and/or provenance. - Can describe the opinion of an historian using their own words and uses appropriate supporting evidence from each interpretation. - Can use evidence to argue why they agree/disagree with an historian.
Developing	- Uses a variety of accurate and mostly relevant historical facts and uses a variety of accurate historical vocabulary. - Can explain historical concepts (e.g. causation or consequence). The student begins to explain turning points and how causes link together. - Conclusion / judgement includes an argument. - Details in sources are precisely identified, and inferences are made based on a given enquiry. There is simple examination of the provenance of a source. - There is an attempt to apply historical context to sources. - Can describe the opinion of an historian using their own words. - Can use evidence to agree/disagree with an historical interpretation.
Foundation	- Uses a variety of accurate historical facts and uses accurate historical vocabulary. - Explanation uses simple reasoning and links back to the question. - Conclusion / judgment uses simple reasoning.

	• Details in sources are precisely identified, and inferences are made. The provenance of the source is asserted. • Can identify the difference of opinion between two historians using the words of the historians. • Can state if they agree with an historian.
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