

KS3—History Banding

The following tables track progress throughout Key Stage 3 History. When students take History GCSE, they will be awarded a grade, 1-9 with 9 being the highest they can get. In History we use the following tables to mark and assess work.

There are five key skill areas students will develop in their study of History; Causation, Significance, Source Enquiry, Interpretations, and Change and Continuity. Each year these skills are developed and built upon.

When students receive a mark for an assessment question, they will be given a grade (1-9). They may also be given a “+”, “= ” or a “-” next to this grade. This indicates if their grade is a strong one or a weak one. This will be due to factors such as how much of their knowledge they show in their answer, or how capably they are able to explain your key points.

Causation
<u>Level 9</u> Completes all of the below to a high level, reaching a supported judgment with excellent supporting knowledge
<u>Level 8</u> Analyses how short term, medium term, and long term causes and how they link together to explain events in the past.
<u>Level 7</u> Explains how causes may be linked.
<u>Level 5-6</u> Explains why some causes are more important than others. Makes a judgment
<u>Level 3-4</u> Explains causes of events in the past.
<u>Level 2</u> Describes some of the causes of events in the past.
<u>Level 1</u> Gives basic unsupported facts about some causes of events in the past.

Change and continuity
<u>Level 9</u> Completes all of the below to a high level, reaching a supported judgment with excellent supporting knowledge
<u>Level 8</u> Identifies and explains turning points in History. (Think: before turning point, event, what changed)
<u>Level 7</u> Explains how and why different groups of people experienced change or continuity.
<u>Level 5-6</u> Explains <u>why</u> things changed or why things stayed the same.
<u>Level 3-4</u> Explains <u>how</u> key areas changed and stayed the same.
<u>Level 2</u> Describes some areas that changed or stayed the same.
<u>Level 1</u> Identifies areas which changed or stayed the same.

<u>Significance</u>
<p><u>Level 9</u> Completes all of the below to a high level, reaching a supported judgment with excellent supporting knowledge</p>
<p><u>Level 8</u> Explains what came before the event or period and explains the significance of the change. (Think: before event, event, what changed)</p>
<p><u>Level 7</u> Explains how significance has changed over time. Analyses short and long term significance.</p>
<p><u>Level 5-6</u> Gives reasons for and against why something is significant.</p>
<p><u>Level 3-4</u> Explains significance in detail.</p>
<p><u>Level 2</u> Gives reasons why some people or events are significant.</p>
<p><u>Level 1</u> Shows a basic unsupported opinion about significance.</p>

<u>Source enquiry</u>
<p><u>Level 9</u> Completes all of the below to a high level, reaching a supported judgment with excellent supporting knowledge</p>
<p><u>Level 8</u> Completes below and uses detailed own knowledge well to support any judgements made.</p>
<p><u>Level 7</u> Explains how the <u>content</u> and <u>author/purpose</u> of the source makes it useful.</p>
<p><u>Level 5-6</u> Fully explains how the <u>content</u> of the source makes it useful.</p>
<p><u>Level 3-4</u> Infers how the <u>content</u> of the source makes it useful.</p>
<p><u>Level 2</u> Describes two details from the source.</p>
<p><u>Level 1</u> Identifies something from the source.</p>

<u>Interpretations</u>
<p><u>Level 9</u> Completes all of the below to a high level, reaching a supported judgment with excellent supporting knowledge</p>
<p><u>Level 8</u> Does all of the below and reaches an overall judgment about how convincing the interpretation is.</p>
<p><u>Level 7</u> Identifies an interpretation (argument) and supports <u>and</u> challenges how convincing the interpretation is using own knowledge</p>
<p><u>Level 5-6</u> Identifies an interpretation (argument) and supports <u>or</u> challenges how convincing the interpretation is using own knowledge</p>
<p><u>Level 3-4</u> Identifies an interpretation (argument) from the extract and supports it with a simple piece of own knowledge.</p>
<p><u>Level 2</u> Makes a statement about the interpretation in the extract being convincing or not.</p>
<p><u>Level 1</u> Makes a statement about the interpretation being convincing or not convincing.</p>