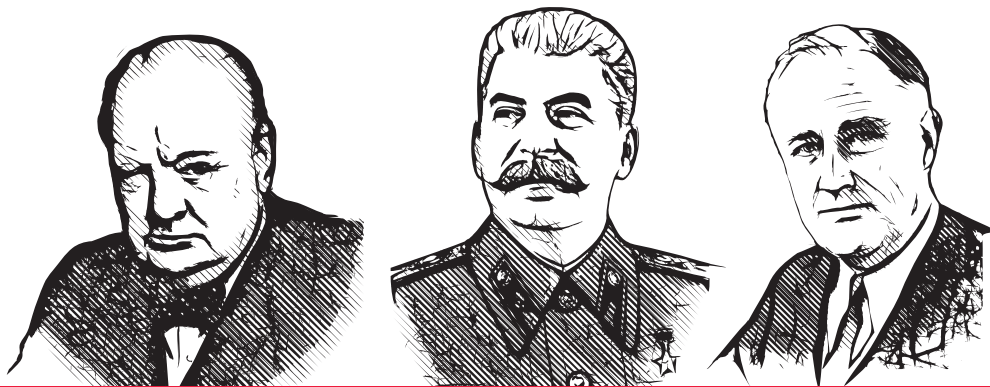


KS3 Specification

2018



HISTORY

Stage Descriptors

RLT Stage Criteria

Stage 11

1. Can produce a sustained and logically structured argument which builds to a conclusion;
2. Has an exceptional factual knowledge of the period studied;
3. Consistently uses sophisticated historical vocabulary relevant to the context in a way that enhances the answer;
4. Can produce a sophisticated explanation of causation and consequences and confidently assess their significance;
5. Can coherently analyse the pace, extent, significance and direction of change within its historical context;
6. Effectively evaluates sources using the content and provenance and asks valid questions when selecting sources for an enquiry;
7. Makes sustained judgments on differing interpretations of the past using precise criteria and applies exceptional contextual knowledge to sustain judgments of different interpretations.

Stage 10

1. Can produce a detailed, coherent and reasoned argument which explicitly addresses the question;
2. Has an outstanding factual knowledge of the period studied;
3. Sometimes uses sophisticated historical vocabulary relevant to the context in a way that enhances the answer;
4. Can produce a very good explanation of causation and consequences and assess their significance;
5. Can analyse examples of change and continuity and assess their significance within a historical context;
6. Confidently evaluates sources using content and provenance and considers questions to ask about different sources;
7. Can accurately identify and explain reasons for differences between interpretations and uses excellent contextual knowledge to sustain judgments on interpretations.

Stage 9

1. Can produce a reasoned argument which directly addresses the question, supported by a range of evidence;
2. Has an excellent factual knowledge of the period studied;
3. Uses accurate and relevant historical vocabulary in a way that enhances the answer;
4. Can produce a good explanation of causation and consequences and begin to assess their significance;
5. Can identify examples of change and continuity and assess their significance within a historical context;
6. Make secure judgments on the utility and reliability of sources and uses both contextual knowledge and source details to support judgments;
7. Makes clear and coherent judgments on different interpretations of historical people and events using appropriate criteria and applies relevant contextual knowledge to make sustained judgments on different interpretations.

Stage 8	<ol style="list-style-type: none">1. Can produce a relevant argument which broadly addresses the question, supported by a range of evidence;2. Has a confident factual knowledge of the period studied;3. Sometimes uses relevant historical vocabulary in a way that enhances the answer;4. Can clearly identify how historical events are linked by cause and consequence;5. Can prioritise causes of a historical change or event;6. Make basic judgments on the utility and reliability of sources and uses both contextual knowledge and source details to support judgments;7. Makes basic judgments on different interpretations of historical people and events using basic criteria and applies some contextual knowledge to sustain judgments on interpretations.
Stage 7	<ol style="list-style-type: none">1. Can produce a relevant argument which broadly addresses the question, supported by some evidence;2. Has a very good factual knowledge of the period studied;3. Can use accurate and relevant language to describe life in the past;4. Can make basic comments on how historical events are linked by cause and consequence;5. Can categorise causes of a historical change or event;6. Can make basic comments on the utility and reliability of a source(s);7. Shows an understanding of why historical events might be interpreted differently.
Stage 6	<ol style="list-style-type: none">1. Can produce a basic argument backed up by some evidence;2. Has a good factual knowledge of the period studied;3. Use relevant language on some occasions to describe life in the past;4. Show an understanding that events are linked by cause and consequence;5. Can identify and explain a number of causes of a historical change or event;6. Can make basic comments on the utility of a source;7. Shows an understanding that historical events can be interpreted differently by different people.
Stage 5	<ol style="list-style-type: none">1. Can produce a basic argument backed up by some evidence;2. Has a good factual knowledge of the period studied;3. Use relevant language on some occasions to describe life in the past;4. Show an understanding that events are linked by cause and consequence;5. Can identify and explain a number of causes of a historical change or event;6. Can make basic comments on the utility of a source;7. Shows an understanding that historical events can be interpreted differently by different people.

Stage Descriptors

Stage 4	<ol style="list-style-type: none">1. Can state a basic opinion on a historical issue backed up with some evidence;2. Has some factual knowledge of the period studied;3. Can remember basic historical vocabulary in their work;4. Identify the difference between cause and consequence;5. Can make simple statements on the consequences of historical changes and events;6. Can use sources to make supported inferences about the past;7. Can identify one particular version of the past as 'the truth'.
Stage 3	<ol style="list-style-type: none">1. Understands the difference between a fact and an opinion;2. Has a basic factual knowledge of the period studied;3. Is able to use basic historical vocabulary;4. Shows a basic understanding that historical events have consequences;5. Is able to differentiate in a basic way between positive and negative historical change;6. Can use sources to make simple inferences about the past;7. Is able to describe in detail one basic version of the past.
Stage 2	<ol style="list-style-type: none">1. Can express a basic opinion;2. Can identify several facts about the past;3. Can recognise basic historical vocabulary;4. Can identify basic historical changes;5. Is able to make a simple comment about a historical source;6. Is able to describe one basic version of the past.

