

HISTORY

Step	Strand 1 Key concepts <i>(Single weighting)</i>	Strand 2 Source skills and interpretations <i>(Single weighting)</i>	Strand 3 Knowledge <i>(Double weighting)</i>	Strand 4 Essay structure <i>(Single weighting)</i>
9	All of the below and... <ul style="list-style-type: none"> ▪ can utilise valid criteria in order to evaluate arguments and reach a final judgement. ▪ can produce a consistent argument throughout their answer. 	All of the below and... <ul style="list-style-type: none"> ▪ can evaluate the source in more depth than at Step 8. ▪ can challenge existing interpretations by weighing up the value of the evidence. ▪ can form well-justified interpretations of their own. 	All of the below and... <ul style="list-style-type: none"> ▪ can use factual information to construct complex arguments. ▪ can make use of additional research in their work. 	All of the below and... <ul style="list-style-type: none"> ▪ can produce a well-organised and coherent essay with a clear argument running throughout it. ▪ can make a judgement that is well-substantiated by the arguments made throughout the essay.
8	All of the below and... <ul style="list-style-type: none"> ▪ can produce a consistently analytical essay which is fully focused on the historical problem. ▪ can show the inter-relationship between different factors. 	All of the below and... <ul style="list-style-type: none"> ▪ can justify evaluation using their own knowledge of the historical context. ▪ can show why interpretations differ taking into account the context of the time. ▪ can form a judgement about the relative value of different interpretations. 	All of the below and... <ul style="list-style-type: none"> ▪ can show an awareness of key themes throughout the period that would impact upon the topic studied. ▪ can draw on extensive knowledge of the topics studied to support analysis. ▪ can begin to incorporate their own knowledge into their work. 	All of the below and... <ul style="list-style-type: none"> ▪ can begin to evaluate the strength of their arguments. ▪ can produce a well-balanced answer.
7	All of the below and... <ul style="list-style-type: none"> ▪ can show a comprehensive understanding of the key concept. ▪ can analyse and evaluate to a high standard in relation to the historical problem. ▪ can show the relationship between their arguments. 	All of the below and... <ul style="list-style-type: none"> ▪ can analyse sources in depth. ▪ can explain how the nature, origin or purpose affects the sources' value. ▪ can show an awareness of the value of different interpretations and can take into consideration the context of the time. 	All of the below and... <ul style="list-style-type: none"> ▪ can draw on the wider context. ▪ can use a broad range of historical terminology confidently to show the complexity of their understanding. 	All of the below and... <ul style="list-style-type: none"> ▪ can produce a well-focused essay.
6	All of the below and... <ul style="list-style-type: none"> ▪ can analyse and evaluate some of their arguments in relation to the historical problem. ▪ can consider the importance of different factors. ▪ can explore the links they have made between their arguments. 	All of the below and... <ul style="list-style-type: none"> ▪ can consider the nature, origin or purpose of the source and consider how this affects the content. ▪ can show an awareness of the strengths and weaknesses of different interpretations. 	All of the below and... <ul style="list-style-type: none"> ▪ can use their knowledge to show a good depth of understanding. ▪ can select specific and pertinent knowledge about the topic studied to support the arguments made. 	All of the below and... <ul style="list-style-type: none"> ▪ can make reference to the question throughout their essay. ▪ can attempt to make a judgement based on the arguments included throughout their essay.
5	All of the below and... <ul style="list-style-type: none"> ▪ understands the requirements of the key concept. ▪ can identify several arguments to solve the historical problem. ▪ can begin to explain their arguments. ▪ can make simple links between their arguments. 	All of the below and... <ul style="list-style-type: none"> ▪ can consider the impact that the author has on the source and the strengths and weaknesses of their view. 	All of the below and... <ul style="list-style-type: none"> ▪ can use correct historical terminology consistently. ▪ can utilise further detail to construct a more in-depth narrative. 	All of the below and... <ul style="list-style-type: none"> ▪ can direct their answer at the question, but they may include some narrative or stray from focus.

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4	All of the below and... <ul style="list-style-type: none"> can direct arguments at the question focus. 	All of the below and... <ul style="list-style-type: none"> can make supported inferences from a selection of sources. can begin to explain why some sources are similar or different, but their arguments may not be justified. can offer some simple arguments to explain the reasons for the opinions in the source. 	All of the below and... <ul style="list-style-type: none"> can provide a detailed narrative. 	All of the below and... <ul style="list-style-type: none"> can begin to organise their essay into a logical order.
3	All of the below and... <ul style="list-style-type: none"> can show a clearer understanding of the requirements of the key concept. can describe their arguments in more detail than at Step 2. 	All of the below and... <ul style="list-style-type: none"> can support basic inferences with details from the source. can make basic comparisons between two or more sources. can begin to consider why sources differ, but students will not be able to justify their reasons. 	All of the below and... <ul style="list-style-type: none"> can show a basic chronological understanding of the period studied. can recall more factual material than at Step 2. can attempt to include historical terminology in their work, although not always accurately. 	All of the below and... <ul style="list-style-type: none"> can use developed statements to answer the question. can begin to form their writing into paragraphs.
2	All of the below and... <ul style="list-style-type: none"> can identify more than one reason or argument to solve the historical problem. 	All of the below and... <ul style="list-style-type: none"> can make basic inferences from a source. can begin to recognise where the source is expressing opinion rather than fact. can identify basic details in a source that supports the opinion. 	All of the below and... <ul style="list-style-type: none"> shows evidence of some factual detail alongside generalised comments. can begin to include some of the vocabulary studied in class. 	All of the below and... <ul style="list-style-type: none"> can make some attempt to make links between these statements. there may be some focus on the question.
1	Can... <ul style="list-style-type: none"> show a basic understanding of the key concept. identify one simple reason or argument to solve the historical problem. make generalised points. 	Can... <ul style="list-style-type: none"> select information from a source. 	Can... <ul style="list-style-type: none"> recall very simple details about the topic studied. make generalised comments about the topic studied. 	Can... <ul style="list-style-type: none"> answer the question using simple and generalised statements.