

KS3 History: Assessment and Progression Grid



HISTORY – Historical Interpretations

	Content of interpretations	Motives of interpretations
Excelling	Students can show developed analysis of the content of two interpretations to infer differences not directly stated in the interpretation. They will use the vocabulary of the source and original vocabulary.	Students can identify reasons for the difference between two interpretations, based on the provenance of the interpretation. Detailed contextual knowledge and extended reasoning is used to develop their argument.
Secure	Students can show basic analysis of the content of two interpretations to infer differences not directly stated in the interpretation. They will use the vocabulary of the source and original vocabulary.	Students can identify reasons for the differences between two interpretations, based on the provenance of the interpretation. Contextual knowledge or extended reasoning is used to develop their argument.
Developing	Students can identify basic differences between the content of two interpretations, using the vocabulary of the source.	Students can identify basic reasons for the differences between two interpretations, based on the provenance of the interpretation and some simple contextual knowledge.
Emerging	Students can identify basic differences between the content of two interpretations.	Students can identify a basic reason for the differences between two interpretations, based on the provenance of the interpretation.

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	How convincing an interpretation is...	Which is the more convincing of two interpretations...
Excelling	Students are able to show detailed knowledge and understanding about the enquiry topic. Students can identify at least two separate aspects of the interpretation as convincing (accurate) based on the content of the interpretation and their contextual knowledge. Students will use further inference/original vocabulary to develop upon the language of the interpretation. There will be detailed evidence and expansion of the point to support their reasoning and lead to a sustained judgement. They may show an understanding of abstract, substantive concepts in relation to the interpretation.	Students are able to show detailed knowledge and understanding about the enquiry topic. Students can identify at least two separate aspects of each interpretation as convincing (accurate) based on the content of the interpretations and their contextual knowledge. Students will use further inference/original vocabulary to develop upon the language of the interpretations. Students will select an interpretation as more convincing. There will be detailed evidence and expansion of the point to support their reasoning and lead to a sustained judgement. They may show an understanding of abstract, substantive concepts in relation to the interpretations.
Secure	Students are able to show developed knowledge and understanding about the enquiry topic. Students can identify at least two separate aspects of the interpretation as convincing (accurate) based on the content of the interpretation. Students will use the vocabulary of the interpretation and further inference/original vocabulary in their answer. There will be evidence and expansion of the point to support their reasoning.	Students are able to show developed knowledge and understanding about the enquiry topic. Students can identify at least two separate aspects of each interpretation as convincing (accurate) based on the content of the interpretations. Students will use the vocabulary of the interpretations and further inference/original vocabulary in their answer. There will be evidence and expansion of the point to support their reasoning. Students will select an interpretation as more convincing and use developed knowledge to evidence their judgement.
Developing	Students are able to show some knowledge and understanding about the enquiry topic. Students can identify aspects of the interpretation as convincing (accurate) based on the content of the interpretation. Students will likely use the vocabulary of the interpretation in their answer. There will be some basic evidence or further expansion of the point but answers will remain implicit.	Students are able to show some knowledge and understanding about the enquiry topic. Students can identify aspects of the interpretations as convincing (accurate) based on the content of the interpretations. Students will likely use the vocabulary of the interpretations in their answer. There will be some basic evidence of further expansion of points but answers will remain implicit. Students will select an interpretation as more convincing but this will remain implicit or lack precision of detail in their judgement.
Emerging	Students are able to show some basic knowledge or understanding about the enquiry topic. Students can identify basic aspects of the interpretation as convincing (accurate) based on the content of the interpretation. Students may use the vocabulary of the interpretation in their answer.	Students are able to show basic knowledge or understanding about the enquiry topic. Students can identify basic aspects of each interpretation as convincing (accurate) based on the content of the interpretations. Students may use the vocabulary of the interpretations in their answer. Students may select an interpretation as more convincing but will not show reasoning or justification for this.