



HISTORY

EXAM BOARD: EDUQAS

Subject Assessment Grid

	SKILL: KNOWLEDGE AND UNDERSTANDING (AO1) <i>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied</i>	SKILL: HISTORICAL CONCEPTS (AO2) <i>Explain and analyse historical events and periods studied using the historical concepts of significance, causation, connections and change</i>	SKILL: SOURCES (AO3) <i>Analyse, evaluate and use of sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied</i>	SKILL: INTERPRETATIONS (AO4) <i>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied</i>
+ 9 -	<p>Demonstrates very detailed knowledge and understanding.</p> <p>Can select, organise and use relevant information to produce well-structured narratives, descriptions and explanations.</p> <p>Can refer accurately to examples with correct chronology and very detailed understanding of the historical context.</p>	<p>Fully explains and analyses the significance of issues against other factors with a fully reasoned and well-supported judgement, set within the relevant historical context.</p> <p>Fully explains relevant connections set within the correct historical context.</p> <p>Fully explains the process of change and analyses the nature and extent of change.</p> <p>Fully demonstrates a secure chronological grasp and clear awareness of the process of change.</p>	<p>Fully analyses and evaluates the usefulness and/or reliability of source material.</p> <p>Full analysis of the content and authorship of the source material is undertaken to produce a clear and well-substantiated judgement set within the appropriate historical context.</p>	<p>Fully analyses and evaluates how and why interpretations of the past differ.</p> <p>Is aware of the wider historical debate regarding alternative interpretations.</p> <p>Can fully analyse the content, authorship and audience of interpretations.</p> <p>Makes fully substantiated judgements and sets arguments within the correct historical context.</p>
+ 8 -	<p>Demonstrates some examples of very detailed knowledge and understanding.</p> <p>Can select, organise and use mostly relevant information to produce well-structured narratives, descriptions and explanations.</p> <p>Can refer accurately to examples with correct chronology and some very detailed understanding of the historical context.</p>	<p>At times will fully explain and analyse the significance of issues against other factors with a fully reasoned and well-supported judgement, set within the relevant historical context.</p> <p>At times will fully explain the relevant connections set within the correct historical context.</p> <p>At times will fully explain the process of change and will analyse the nature and extent of change.</p> <p>At times will fully demonstrate a secure chronological grasp and clear awareness of the process of change.</p>	<p>At times will fully analyse and evaluate the usefulness and/or reliability of source material.</p> <p>At times will provide a full analysis of the content and authorship of the source material to produce a clear and well-substantiated judgement set within the appropriate historical context.</p>	<p>At times will fully analyse how and why interpretations of the past differ.</p> <p>Can identify the wider historical debate regarding alternative interpretations.</p> <p>At times will fully analyse the content, authorship and audience of interpretations.</p> <p>Can make substantiated judgements and is able to set arguments within the correct historical context.</p>



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<p>+ 7 -</p>	<p>Demonstrates detailed knowledge and understanding. Can produce detailed and well-structured narratives, descriptions and explanations. Can refer with a good degree of accuracy to examples with mostly correct chronology and understanding of the historical context</p>	<p>Detailed analysis and explanation of the significance of issues against other factors with a supported judgement, set within the relevant historical context. Detailed explanation of the connections set within the correct historical context. Detailed explanation of the process of change. Detailed analysis of the nature and extent of change. A secure chronological grasp and detailed awareness of the process of change.</p>	<p>Detailed analysis and partial evaluation of the usefulness and/or reliability of source material. Detailed analysis of the content and authorship of the source material to produce a supported judgement set within the appropriate historical context.</p>	<p>Analyses and evaluates how and why interpretations of the past differ. Some detailed understanding of the wider historical debate regarding alternative interpretations. Appropriate reference to the authorship, content and purpose of the interpretations is made. A detailed judgement is reached set within the correct historical context.</p>
<p>+ 6 -</p>	<p>Demonstrates some detailed and clear knowledge and understanding. Produces clear and mostly well-structured narratives, descriptions and explanations. Refers in a mostly accurate manner to examples. Mostly accurate understanding of chronology and mostly accurate understanding of the historical context.</p>	<p>Some detailed and clear analysis and explanation of the significance of issues against other factors with a clear attempt at a judgement, set within the relevant historical context. Some detailed and clear explanations of the connections set within the correct historical context. Some detailed and clear analysis of the nature and extent of change. A secure chronological grasp and some detailed and clear awareness of the process of change.</p>	<p>Some detailed and clear analysis and partial evaluation of the usefulness and/or reliability of source material. Some detailed and clear analysis of the content and authorship of the source material to produce a supported judgement set within the appropriate historical context.</p>	<p>Demonstrates some detailed and clear analysis and evaluation of different interpretations of the past. Clear understanding of the wider historical debate regarding alternative interpretations. Clear and mostly appropriate reference to the authorship, content and purpose of the interpretations is made. A clear judgement is reached set within the correct historical context.</p>
<p>+ 5 -</p>	<p>Demonstrates some detailed knowledge and understanding and some detailed well-structured narratives, descriptions and explanations. Refers with some accuracy to examples and some detailed understanding of chronology and the historical context.</p>	<p>Some detailed analysis and explanation of the significance of issues against other factors with a clear attempt at a judgement, set within the relevant historical context. Some detailed explanations of the connections set within the correct historical context. Some detailed and clear analysis of the nature and extent of change. A secure chronological grasp and some detailed and clear awareness of the process of change.</p>	<p>Some detailed analysis and partial evaluation of the usefulness and/or reliability of source material. Some detailed analysis of the content and authorship of the source material to produce a supported judgement, set within the appropriate historical context.</p>	<p>Demonstrates some detailed and accurate analysis and evaluation of different interpretations of the past. Some detailed reference to the content, authorship and audience of different interpretations is made. A detailed and supported judgement is made set within the appropriate historical context.</p>



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+ 4 -	Demonstrates some accurate knowledge and understanding. Can select, organise and use some relevant information to produce narratives, descriptions and explanations. Can refer with some accuracy to examples with some correct chronology and some understanding of the historical context.	Some accurate analysis and evaluation of the significance of key issues against other factors with an unsupported judgement. Some explanation of the connections between chosen features. Some chronological grasp and awareness of the process of change.	Some analysis and evaluation of the usefulness and/or reliability of the source material. Some analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	Some analysis and evaluation of how and why interpretations of the past differ. Some reference to the content, authorship and audience of different interpretations is made. A supported judgement is made within the appropriate historical context.
+ 3 -	Demonstrates basic knowledge and understanding. Selects, organises and uses basic information to produce narratives, description and explanations. Has basic understanding of correct chronology and a basic grasp of the correct historical context.	Begins to analyse and evaluate the significance of key issues against other factors with an unsupported judgement. Begins to explain the connections between chosen features. Some chronological grasp and partial awareness of the process of change.	Answers begin to analyse and evaluate the usefulness and/or reliability of the source material. Limited/basic analysis of the content and authorship is undertaken, resulting in an unsubstantiated judgement.	Basic analysis and evaluation of how and why interpretations of the past differ. Some basic reference to the content, authorship and audience of different interpretations. Little awareness of the wider historical context. A basic judgement is made.
+ 2 -	Demonstrates little knowledge and understanding, Selects, organises and uses information with little accuracy. Has little understanding of the correct chronology and historical context.	A limited attempt to analyse and evaluate the significance of key issues against other factors. A basic, unsupported explanation of connections between the chosen features. A basic narrative account is provided. Limited chronological grasp and limited awareness of the process of change.	Little analysis of the usefulness and/or reliability of the source material. Copies or paraphrases the source material.	Makes a number of simple comments about the interpretations with little analysis and evaluation. Little judgement is made.
+ 1 -	Demonstrates very little knowledge and understanding. Uses information with very little accuracy. Has very little understanding of correct chronology and the correct historical context.	A very limited attempt to analyse and evaluate the significance of key issues against other factors. A very basic, unsupported explanation of connections between the chosen features. A very basic narrative account. Limited chronological grasp and limited awareness of the process of change.	Very little or no analysis of the source material. Copies or paraphrases the source material.	Makes simple comments about the interpretations with very little analysis and evaluation. Very little or no judgement is made.
+ WT -	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.	The student is currently working towards a grade in this skill.