



Humanities: History Grade 9-1 Framework

Assessment Objective	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
AO1 <i>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</i>	Simple comment is offered about feature(s) with limited or no supported material	Simple comment is offered about feature(s) with limited or no supported material	Demonstrates limited knowledge of key features. Give some accurate and relevant information of the required features.	Demonstrates knowledge of key features. Give accurate and relevant information of the required features.	Demonstrates some knowledge of key features. Give accurate and relevant information of the required features.	Demonstrates good knowledge of key features. Accurate and relevant information of the required features with an attempt to directly focus on the question. Shows a generally sustained line of reasoning.	Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.	Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.	Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.
AO2 <i>Explain, analyse and make judgements about historical events and periods studied using second-order historical concepts</i>	Apply simple or generalised comment on key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Simple or generalised answers lacking development and organisation. Overall judgement is missing.	Apply simple or generalised comment on key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Simple or generalised answers lacking development and organisation. Overall judgement is missing.	Apply analysis to key features using second order concepts such as change and continuity, causation, consequence, similarity and difference. Some organisation, but unsustained reasoning. Overall judgement but justification is insecure.	Apply analysis to key features using second order concepts such as change and continuity, causation, consequence, similarity and difference. Shows a generally sustained line of reasoning, although organisation can be limited. Overall judgement but justification is insecure.	Apply effective analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Shows a generally sustained line of reasoning, although organisation can be limited. Overall judgement is given with some substantiated.	Apply effective analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Overall judgement is given with some substantiated.	Apply rigorous analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Show coherent and logical reasoning. Overall judgement is substantiated.	Apply rigorous analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Show coherent and logical reasoning. Overall judgement is substantiated.	Apply rigorous analysis to key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Show sustained, coherent and logical reasoning. Overall judgement is substantiated.

**The second-order historical concepts referred to in AO2 are: change, continuity, causation, consequence, significance, similarity and difference.*

Assessment Objective	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A03 Use a range of source material to comprehend, interpret and cross-refer sources.	Offers a simple judgement on utility supported by some comment. Offer limited contextual knowledge. Select a detail to form a follow up enquiry and attempt to form to appropriate questions for enquiry. Consider how a range of sources can help an enquiry. Students can make some valid inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a simple judgement on utility supported by limited comment. Offer limited contextual knowledge. Select a detail to form a follow up enquiry and attempt to form to appropriate questions for enquiry. Consider how a range of sources can help an enquiry. Students can make some valid inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a simple judgement on utility supported by some comment. Offer some contextual knowledge. Select a detail to form a follow up enquiry and attempt to form to appropriate questions for enquiry. Consider how a range of sources can help an enquiry. Students can make some valid inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility with some comment. Limited analysis is shown. Contextual knowledge is used for support. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources to explore follow up question. Students can make some valid inferences from a source, occasionally with support. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility based on developed comment. Some analysis is shown. Contextual knowledge is used for support. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources to explore follow up question. Students can make some valid inferences from a source, occasionally with support. Some understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility based on developed comment. Some analysis is shown. Contextual knowledge is used for support. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources to explore follow up question. Students can make several supported inferences from a source. Some understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility with developed reasoning. Analyse sources with focus to support reasoning. Use contextual knowledge. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources to the follow up question. Students can make several supported inferences from a source. Confident understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility with developed reasoning. Analyse sources with focus to support reasoning. Use contextual knowledge. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources and apply the source to the follow up question. Students can make several supported inferences from a source. Confident understanding of how provenance (nature, origin, purpose) affects source utility.	Offer a judgement on source utility with developed reasoning. Analyse sources with focus and depth to support reasoning. Use extensive contextual knowledge. Select a relevant detail to form a follow up enquiry and form appropriate questions for enquiry. Can identify appropriate sources and apply the source to the follow up question. Students can make several supported inferences from a source. Confident understanding of how provenance (nature, origin, purpose) affects source utility.
A04 Analyse and evaluate historical interpretations in the context of historical events studied.	May paraphrase or focus on surface detail. Simple explanation for differences in interpretations. Generalised contextual knowledge is sometimes used alongside the interpretation and limited evaluation.	Offer limited and simple analysis of interpretations and their key differences. May paraphrase or focus on surface detail. Simple explanation for differences in interpretations. Generalised contextual knowledge is sometimes used alongside the interpretation and limited evaluation.	Offer some analysis of interpretations and their key differences. Provide reasons for differences in interpretations, this may simplistic. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but unsustained and insecure.	Offer some analysis of interpretations and their key differences. Provide reasons for differences in interpretations. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but unsustained and insecure.	Some reasonable analysis of interpretations and their key differences. Substantiate reasons for differences in interpretations. Relevant contextual knowledge is used. An overall judgement is given with some justification.	Offer good analysis of interpretations and their key differences. Substantiate reasons for differences in interpretations. Relevant contextual knowledge is used. An overall judgement is given with some justification.	Confidently analyse interpretations and their key differences. Effectively substantiate reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is coherent sustained and logically structured.	Confidently analyse interpretations and their key differences. Effectively substantiate reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is coherent sustained and logically structured.	Confidently analyse interpretations and their key differences. Effectively substantiate reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is coherent sustained and logically structured.