

	Knowledge	Literacy	Process Causation	Process Change	Process Similarity/ Difference	Process Significance	Process Interpretations
5	You are able to precise, detailed information to answer the question <u>and</u> it is well selected as evidence rather than just describing details	You are very effectively using the right vocabulary for the time period <u>and</u> are analysing in your written work within well crafted paragraphs	You are able to identify multiple reasons as part of a causal 'picture' and can explain why events happen <u>and</u> the consequences of them	You can start to talk about different types of change over time such as <u>political</u> , <u>social</u> , or <u>economic</u> change	You can use your analysis of similarities and differences between groups of people as a way of exploring them more deeply and making inferences about them	You can analyse the significance of an event or person and explain it through consideration of their <u>impact</u> , how they've been <u>remembered</u> , and how they could be considered <u>remarkable</u> or <u>unique</u>	You can start to suggest why different interpretations were formed <u>but</u> find it difficult to judge which is most valid
4	You are able to use detailed information to answer the question <u>and</u> you are using it as evidence rather than just including details	You are using the right vocabulary for the time period effectively <u>and</u> can start to analyse in your paragraphs	You can identify many different reasons, link them together and think about the consequences of events	You can start to describe and characterise change over time by their <u>pace</u> and <u>extent</u>	You can identify and explain the similarities and differences between groups of people, and can use this as a starting point for more <u>inferences</u> about them	You can explain why events/people are 'significant', considering both the impact they've had <u>as well as</u> how they've been remembered	You can start to break down different features of historical interpretations, and can start to think about the messages and purpose of them
3	You are able to use the use the right information about the past to answer the question <u>and</u> your work does contain a good amount of detail	You are using the right vocabulary for the time period and know the meanings of most of them <u>and</u> can organise your work into a paragraph	You can identify different reasons and can start to link them together to see how one causes another	You can describe changes over time and start to think of them as the result of many events not just individual one or two	You have identified differences and similarities between groups of people, and have started to suggest why these differences exist	You have started to explain why events/people from the past can be labelled 'significant' based on the impact they've had on us today	You understand what interpretations are and how their differences help build up to our idea of 'History', <u>but</u> you still assume one must be 'true'
2	You are able to use some of the right information to tell the reader about the 'truth' of the past <u>and</u> your work does contain some detail	You can using mostly the right vocabulary for the time and know some of their meanings <u>and</u> you are able to organise your work into a story	You can identify more than one reason and start thinking about 'long term' vs. 'short term' reasons	You can start to recognise the historical changes which took part in the period, but think they are just 'events' rather than developments	You can start to identify differences between groups of people, <u>as well as</u> some similarities between them	You can start to describe why an event or person had an impact, but are still focused on the consequences rather than significance	You can recognise the difference between interpretations, <u>but</u> still assume some are 'true' or 'false'
1	You are using some of the right information to 'tell' the reader about the past <u>but</u> the information you're using is vague	You are using some of the right vocabulary for the time although not always correctly, <u>but</u> you are not organising your work	You have started thinking about why things happen and understand there is often more than one reason	You have a basic understanding of the differences between the past and present, but do not recognise the developments that led to this difference	You are aware that groups of people do have differences, but you focus on surface level differences	You are aware that some historical events are 'special' or 'important', but can't give reasons why	You understand what interpretations are, <u>but</u> assume they are either 'right' or 'wrong'
B	You are using the wrong information for the question you've been asked <u>or</u> the information you're using is very vague	You are not using the right Historical vocabulary for the time <u>and</u> are not organising your work	You do not provide reasons for why things happen and do not understand that events have a cause	You do not realise that things are different between the past and present <u>because</u> of changes and developments	You do not realise that there are differences between groups of people	You assume that there is nothing special about certain events, and that all historical events are as important as one another	You do not understand what a Historical interpretation is or what a Historian does