

### Assessment at KS3

Three questions have guided our thinking. What do we want pupils to learn? What does progression look like? How do we assess it? Progression in History is all about increasing complexity; handling causes of different kinds on different timescales, judging relative importance, understanding second order concepts, explaining different interpretations. It is about the relationship between acquiring substantive knowledge and the development of conceptual understanding. Assessment needs to be useful to pupils, parents and teachers as well as providing data for school leaders. It needs to give a good understanding of **how to get better at history** (a learning focus) and provide meaningful information about **progress and attainment** (a measuring focus). Assessment for learning should be the primary focus.

The conversion table below maps progress in History at KS3 to their GCSE EPI (expected performance indicator, the minimum expected outcome). KS3 students are given an History target based on the GCSE EPI.

We expect students to make a level of progress each year. The example below is for Year 9 students, so the History levels for Year 8 and Year 7 students would be 1 and 2 levels lower.

GCSE EPI	Year 9 History level
U	1/2
1 (G)	3
2 (E/F)	4
3 (D)	5
4/5 (C)	6
6 (B)	7
7 (A)	8
8 (A)	9
9 (A*)	10

Students' work is assessed using the grid on the next page and a history level is awarded. Progress towards achieving the indicator at the end of Key Stage 4 is reported on using the codes below:

- ▶ AE- above expected progress- likely to achieve one or more grade above indicator
- ▶ E- making expected progress- likely to achieve indicator
- ▶ BE- below expected progress- likely to achieve one grade below indicator
- ▶ WBE- well below expected progress- likely to achieve more than 1 grade below indicator

	Knowledge and Understanding	Cause and Consequence	Change And Continuity	Sources	Interpretations
1	Can remember some historical words. <b>(using WF).</b>	Can understand that events had causes.	Can identify differences between the past and the present with support.	Can select keywords from a source or say what they can see in a visual source with support.	Can remember stories they have been told about the past.
2	Can recall key features of the topic studied using <b>simple sentences (using WF).</b>	Can select one cause of an event with support.	Can identify differences between the past and the present independently.	Can select keywords from a source or say what they can see in a visual source without support.	Can recognise positive and negative interpretations.
3	Can use key dates and terms to show their understanding of a topic using <b>simple paragraphs (using WF).</b>	Can identify more than one cause with support.	Can recognise that different historical periods have different practices and beliefs.	Can make a simple inference from the source.	Can make simple statements about an interpretation.
4	Can correctly order a few events chronologically. Can communicate their understanding using <b>mostly relevant information in clear paragraphs.</b>	Can identify several causes independently.	Can describe what changed and what stayed the same.	Can make inferences from several sources.	Select knowledge to support/challenge an interpretation e.g. by reference to keywords (one-sided).
5	Can correctly order a number of events chronologically. Are beginning to communicate their understanding of the topic in a <b>logical structure.</b>	Can explain more than one cause and categorise them as long term, short term or trigger.	Can categorise types of changes (political, economic, social, long/short term).	Can describe whether sources are useful based on their content, author or nature.	Can describe if an interpretation is accurate using limited supporting contextual knowledge (two-sided).
6	Can use accurate and relevant vocabulary in their work and <b>produce structured, logical and coherent work.</b>	Can explain the role of each cause.	Can explain why some changes are more important.	Can explain how the purpose of a source affects its utility.	Can provide a well-explained, strong case for <b>or</b> against the interpretation.
7	Use correct knowledge to produce a <b>sustained argument.</b>	Can prioritise the causes and explain the most significant cause.	Can explain the extent of the change.	Can analyse the provenance of a range of sources (content, tone, nature, origin and purpose) and use them to make a judgement.	Can provide a well explained, strong case for <b>and</b> against the interpretation.
8	Can make links between periods and <b>produce a sustained argument, with a line of argument and balance.</b>	Can explain the link between two causes.	Can make links between changes.	Can also use detailed contextual understanding to test the utility of some sources.	Can write a clinching argument explaining why you agree/disagree with the interpretation.
9	Can select and deploy with precision, <b>accurate and relevant information.</b>	Can explain the links between several causes.	Can explain the links between changes.	Can also use detailed contextual understanding to test the utility of a range sources.	Can explain how interpretations are a product of their time.
10	Writing demonstrates appropriate, independent research.	Create a causal web, with a sustained line of argument and judgement.	Can analyse the pace, extent and direction of change.	Can research their own sources using a range of criteria.	Can explain how and why interpretations change over time and explain historical issues.