**These mark schemes provide a basis on which historical skills will be assessed in Year 9.**

**Only one historical skill will be assessed at any one time.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Cause** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Include detailed descriptions of causes of an historical event and/ or may be able to categorise some causes | Begin to explain at least one cause of an historical event. | Fully explain multiple causes of an historical event - with information categorised into relevant factors | Analyse a range of causes for a historical event - identifying links between causes or factors. |
| **Intermediate** | Begin to explain at least one cause of an historical event. | Fully explain multiple causes of an historical event - with information categorised into relevant factors | Analyse a range of causes for a historical event - identifying links between causes or factors. | Applying a level of independence to the analysis of the cause of this historical event – maybe including additional independent research. |
| **Higher** | Fully explain multiple causes of an historical event - with information categorised into relevant factors | Analyse a range of causes for a historical event - identifying links between causes or factors. | Applying a level of independence to the analysis of the cause of this historical event – maybe including additional independent research. | A highly independent analysis of causes of a range of different factors that enable the student to making substantiated judgements based on accurate and well supported analysis. |
| **Exceptional** | Analyse a range of causes for a historical event - identifying links between causes or factors. | Applying a level of independence to the analysis of the cause of this historical event – maybe including additional independent research. | A highly independent analysis of causes of a range of different factors that enable the student to making substantiated judgements based on accurate and well supported analysis. | A highly independent analysis and evaluation of causes of a range of different factors that enable the student to making substantiated judgements based on accurate and well supported analysis |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Significance** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Describe some detailed reasons why an event may be historically significant | Begin to explain why an event is historically significant | Explain in full why an event or person is historically significant | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry |
| **Intermediate** | Begin to explain why an event is historically significant | Explain in full why an event or person is historically significant | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry | High level analysis that may also include evaluation - comparing and contrasting this ‘event’ with others |
| **Higher** | Explain in full why an event or person is historically significant | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry | High level analysis that may also include evaluation - comparing and contrasting this ‘event’ with others | Students will show some degree of independence in the analysis of significance. |
| **Exceptional** | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry | High level analysis that may also include evaluation - comparing and contrasting this ‘event’ with others | Students will show some degree of independence in the analysis of significance. | Students will show a high degree of independence when analysing and evaluating significance |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Consequence** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Describe in detail at least one consequence of an event/action - or begin to describe several consequences | Begin to explain the consequences of a historical event | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS) | Analyse a range of consequences of a historical event - recognising short and long term impacts. |
| **Intermediate** | Begin to explain the consequences of a historical event | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS) | Analyse a range of consequences, making full use of categorisation (PECS) to support this. - recognising short- and long-term impacts. | Evaluate a range of consequences of an historical event – maybe also recognising short- and long-term impact as part of this analysis. |
| **Higher** | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS) | Analyse a range of consequences, making full use of categorisation (PECS) to support this. - recognising short- and long-term impacts. | Evaluate a range of consequences of an historical event – students may also be recognising short- and long-term impact as part of this analysis. | Shows a high degree of independence in evaluating a range of consequences of an historical event, recognising short and long term impacts as part of this analysis. |
| **Exceptional** | Analyse a range of consequences, making full use of categorisation (PECS) to support this. - recognising short- and long-term impacts. | Evaluate a range of consequences of an historical event – students may also be recognising short- and long-term impact as part of this analysis. | Shows a high degree of independence in evaluating a range of consequences of an historical event, recognising short and long term impacts as part of this analysis. | Shows a high degree of independence in reaching a substantiated judgment after evaluating a range of consequences of an historical event, Analysis may include links between other historical events and may begin to investigate patterns between different events - raising further historical questions in the process. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Chronology** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Can use some appropriate vocabulary such as B.C. and A.D. and demonstrates a broad understanding of chronology | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology | Can accurately place new knowledge into the correct chronological period.  May begin to recognise patterns of change and continuity in one or more time period | May identify a range of links between time periods and be able confidently recognise periods of change and continuity.  Will begin to show some independence in their work |
| **Intermediate** | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology | Can accurately place new knowledge into the correct chronological period.  May begin to recognise patterns of change and continuity in one or more time period | May identify a range of links between time periods and be able confidently recognise periods of change and continuity. | May identify a range of links between time periods and may begin to notice patterns or progress and regress as well as change and continuity.  Will show some independence in their work |
| **Higher** | Can accurately place new knowledge into the correct chronological period.  May begin to recognise patterns of change and continuity in one or more time period | May identify a range of links between time periods and be able confidently recognise periods of change and continuity. | May identify a range of links between time periods and may begin to notice patterns or progress and regress as well as change and continuity. | May begin to describe periods of progress and regress as well as change and continuity. When analysing patterns chronologically.  Will show a high degree of independence in their work |
| **Exceptional** | May identify a range of links between time periods and be able confidently recognise periods of change and continuity. | May identify a range of links between time periods and may begin to notice patterns or progress and regress as well as change and continuity. | May begin to describe periods of progress and regress as well as change and continuity. When analysing patterns chronologically.  Will show a significant amount of independence in their work | May begin to independently investigate the impact of chronological change on Britain / England / Chester.  Will show a significant amount of independence in their work |
| **Yr 9**  **Use of sources / evidence** | Working towards (WT) | Working At target (AT) | Working above (AB) | Exceptional (EX) |
| **Foundation** | Infer relevant information from some historical sources | Infer relevant information from historical sources to support a historical explanation | Infer relevant information from a range of historical sources to support a historical explanation | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge |
| **Intermediate** | Infer relevant information from historical sources to support a historical explanation | Infer relevant information from a range of historical sources to support a historical explanation | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge | May begin to recognise features that link to source utility such as COOP and/or be able to use knowledge to analyse information in sources |
| **Higher** | Infer relevant information from a range of historical sources to support a historical explanation | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge | May begin to recognise features that link to source utility such as COOP and/or be able to use knowledge to analyse information in sources | Be able to fully analyse source information by applying COOP style analysis of all key elements of the source. |
| **Exceptional** | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge | May begin to recognise features that link to source utility such as COOP and/or be able to use knowledge to analyse information in sources | Be able to fully analyse source information by applying COOP style analysis of all key elements of the source. | Will analyse both source utility and reliability as part of their source analysis. Will recognise the need to combine information from a range of sources in order to build an credible interpretation of an historical event. |

**COOP:**

**Content** (what a source states or shows)

**Own knowledge** (How does the content compare to your own knowledge?)

**Origin**: Who / When was the source created – and how might this affect what is stated or shown

**Purpose**: Why was the source written – and how might affect your understanding of it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Change and continuity** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Can begin to describe some examples of change AND/OR continuity between different time periods | Can confidently describe details of changes and continuity between historical time periods | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work |
| **Intermediate** | Can confidently describe details of changes and continuity between historical time periods | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work | Students begin to analyse change and continuity between time periods. They may identify reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work |
| **Higher** | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work | Students begin to analyse change and continuity between time periods. They may identify reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work | Students analyse change and continuity between time periods. They describe reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work |
| **Exceptional** | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work | Students begin to analyse change and continuity between time periods. They may identify reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work | Students analyse change and continuity between time periods. They describe reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work | Students will begin to recognise how historians use change and continuity as historical markers and will be able to fully explain the significance of key periods of change and continuity within the time period they are studying.  Students will show a significant amount of independence in their work |