

### Key Stage 3 History – Learning Path Criteria

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>EXCEPTIONAL GCSE 8-9 (A*)</b>	<ul style="list-style-type: none"> <li>Provides a clear argument supported by well-chosen evidence; final conclusion is balanced and may well use priority/judgement and justification.</li> <li>Displays some in depth knowledge that analyses and evaluates information to reach a supported conclusion.</li> <li>Able to test the validity of many sources and reach a supported conclusion.</li> <li>Can make judgements on some different historical interpretations; able to justify a conclusion.</li> <li>Very good presentation and spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Provides an effective argument supported by well-chosen evidence; final conclusion is balanced and uses priority/judgement and justification which starts to be substantiated</li> <li>Displays in depth knowledge that analyses and evaluates information to reach a justified conclusion.</li> <li>Able to test the validity of sources and reach a supported conclusion.</li> <li>Makes judgements on different historical interpretations; able to justify a conclusion, which may start to be substantiated.</li> <li>Accurate presentation and spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an effective, continuously sustained argument supported by excellent supporting evidence; final conclusion is judicious and uses priority/judgement and justification to reach a substantiated judgement.</li> <li>Displays considerable in depth knowledge that appraises and evaluates information, consistently using sustained analysis to reach a justified conclusion.</li> <li>Able to test the validity of sources and reach sustained judgments leading towards a well-supported conclusion.</li> <li>Makes judgements on different historical interpretations; able to justify a balanced, sustained and substantiated conclusion.</li> <li>Very accurate presentation and spelling, punctuation and grammar.</li> </ul>
<b>PROFICIENT GCSE 6-7 (A-B)</b>	<ul style="list-style-type: none"> <li>Structures a clear argument using relevant evidence; conclusions are confidently reached.</li> <li>Generally good analysis of reasons for change drawing upon an increasingly wide knowledge base.</li> <li>Able to use inference in analysing some sources; able to justify personal views.</li> <li>Able to explain some different historical interpretations; can interpret some different views when writing about the past.</li> <li>Good spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Structures an effective argument using relevant evidence; conclusions are confidently reached.</li> <li>Generally good analysis of reasons for change drawing upon a fairly wide knowledge base.</li> <li>Able to use inference in analysing some sources; able to justify some personal interpretation.</li> <li>Able to fully explain different historical interpretations; can interpret a number of different views when writing about the past.</li> <li>Good presentation and spelling, punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Structures a detailed and effective argument using highly relevant evidence; sections of analysis may appear throughout extended written tasks, not just in the conclusion which may be partially substantiated.</li> <li>Sustained analysis of reasons for change drawing upon an increasingly wide range of knowledge.</li> <li>Able to use inference in analysing sources; able to justify some personal interpretation.</li> <li>Able to confidently explain different historical interpretations; can use a number of different views in a historically valid way.</li> <li>Accurate presentation and spelling, punctuation and grammar.</li> </ul>
<b>CORE GCSE 4-5 (B-C)</b>	<ul style="list-style-type: none"> <li>Structure a general argument using relevant evidence; conclusions are mostly reached.</li> <li>Understanding of reasons for change, drawing upon some increasing historical knowledge.</li> <li>Able to use inference in analysing some sources; able to justify own view.</li> <li>Able to summarise and starts to explain some different views of past events.</li> <li>Satisfactory spelling, punctuation and grammar with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Structure a general argument using relevant evidence; conclusions are nearly always reached.</li> <li>Understanding of reasons for change, drawing upon a range of knowledge.</li> <li>Able to use inference in analysing sources; able to justify own opinion.</li> <li>Able to summarise and explain different historical viewpoints; can understand a number of different views.</li> <li>Satisfactory presentation and spelling, punctuation and grammar with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Structures a reasoned argument using relevant evidence; uses conclusions other than at the end of extended writing.</li> <li>Starts to be more consistently analytical when explaining reasons for change drawing upon a range of knowledge.</li> <li>Able to use inference in analysing sources; able to justify some personal interpretation.</li> <li>Able to summarise different historical interpretations; can understand a number of different views.</li> <li>Good presentation and spelling, punctuation and grammar.</li> </ul>
<b>FOUNDATION GCSE 1-3 (D-G)</b>	<ul style="list-style-type: none"> <li>Some use of description, supported by some evidence with a degree of structure to the writing.</li> <li>Ability to describe some outcomes/results/effects.</li> <li>Able to show understanding of either reliability or utility of some sources.</li> <li>Able to understand why some events/actions can have different interpretations.</li> <li>Spelling, punctuation and grammar contains many errors</li> </ul>	<ul style="list-style-type: none"> <li>Increasing use of explanation to make arguments, supported by relevant evidence with some degree of structure to the writing.</li> <li>Ability to partially explain outcomes/results/effects.</li> <li>Able to show some understanding of both reliability and utility of some sources.</li> <li>Able to understand why events/actions can have different interpretations.</li> <li>Spelling, punctuation and grammar contains many errors.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing use of explanation to make arguments, supported by relevant evidence in a structured 'vehicle'.</li> <li>Starts to show analysis and be able to explain outcomes/results/effects.</li> <li>Able to show understanding of both reliability and utility of sources.</li> <li>Understands why events/actions can have different interpretations.</li> <li>Satisfactory presentation and spelling, punctuation and grammar with some errors.</li> </ul>

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