

# GCSE HISTORY LEVEL DESCRIPTORS

CRITERIA	HOW TO SUCCEED
<b>Working towards</b>	<ul style="list-style-type: none"> <li>Have a <b>developing understanding</b> of chronology</li> <li>Can produce a <b>simple narrative</b> of an Historical event</li> <li>A <b>developing awareness</b> of the value of primary and secondary sources</li> <li>Stock evaluation of interpretations</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Can provide a general answer lacking specific contextual knowledge; demonstrates <b>limited knowledge and understanding</b> of a period studied</li> <li><b>Identifies and / or describes</b> some reasons, people or events studied</li> <li>Can identify some <b>surface features</b> of a source of evidence</li> <li>Can produce a basic, unsupported interpretation of the past</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li><b>Recall, select and organise some relevant historical knowledge</b> to show understanding of historical periods, themes and topics studied. They communicated their ideas using <b>some subject specific language</b> which is limited in its scope</li> <li>Demonstrates an understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They <b>provide descriptions of events, issues or periods</b>, including characteristic ideas, beliefs and attitudes</li> <li><b>Understanding sources of information</b>, beginning to consider their usefulness for investigating historical issues and draw simple conclusions with a limited evaluation of sources</li> <li>Identify differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li><b>Recall, select and organise some relevant historical knowledge</b> to show some basic understanding of historical periods, themes and topics studied. They communicated their ideas using <b>everyday language</b></li> <li>Demonstrates an understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They <b>provide limited descriptions of events</b>, issues or periods, including characteristic ideas, beliefs and attitudes</li> <li><b>Understanding sources of information</b> and, taking them at their face value, beginning to consider their usefulness for investigating historical issues and draw simple conclusions</li> </ul> <p>Identify differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these</p>
<b>4</b>	<ul style="list-style-type: none"> <li><b>recall, select and organise historical knowledge</b> of the course content to produce <b>descriptive written answers</b> which shows some good knowledge and understanding of the topics studied. <b>These answers need further explanation and assessment to improve the grade.</b></li> <li><b>use sources to draw comparisons</b> showing similarities and differences. When evaluating sources they use their knowledge to evaluate, <b>analyse and interpret events</b> and sources within their historical context.</li> </ul>

	<ul style="list-style-type: none"> <li>To develop evaluation skills they must remember to question both the provenance and purpose of the source.</li> </ul>
5	<ul style="list-style-type: none"> <li>recalls, selects, organises and deploys historical knowledge of the course content to support descriptions &amp; explanations of the events, periods and societies studied.</li> <li>produce structured descriptions and explanations of the events, people, changes and issues studied.</li> <li>descriptions and explanations show understanding of relevant causes, consequences and changes.</li> <li>considers and analyses key features and characteristics of the periods, societies and situations studied.</li> <li>evaluates and uses critically a range of sources of information to investigate issues and draw relevant conclusions.</li> <li>recognises and comments on how and why events, people and issues have been interpreted and represented in different ways</li> </ul>
6	<ul style="list-style-type: none"> <li>recalls, selects, organises &amp; deploys their historical knowledge of the course content to support, with accuracy and relevance, descriptions &amp; explanations of the events, periods and societies studied.</li> <li>produce structured descriptions and explanations of the events, people, changes and issues studied.</li> <li>descriptions and explanations show a very good understanding of relevant causes, consequences and changes.</li> <li>considers and analyses key features and characteristics of the periods, societies and situations studied.</li> <li>evaluates and uses critically a range of sources of information to investigate issues and draw relevant conclusions.</li> <li>recognises and comments on how and why events, people and issues have been interpreted and represented in different ways.</li> </ul>
7	<ul style="list-style-type: none"> <li>recalls, selects, organises &amp; deploys their historical knowledge accurately and effectively, to substantiate arguments and reach historical judgements.</li> <li>produces developed, reasoned and well substantiated analysis and explanations.</li> <li>recognises and comments on how and why events, people and issues have been interpreted in different ways and considers their value in relation to their historical context.</li> <li>evaluates and uses critically a range of sources to investigate issues and reach reasoned and substantiated conclusions.</li> </ul>
8	<ul style="list-style-type: none"> <li>recalls, selects, organises &amp; deploys their historical knowledge accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.</li> <li>produces developed, reasoned and well substantiated analysis and explanations, which consider the events, people, changes and issues studied in their wider historical context.</li> <li>recognises and comments on how and why events, people and issues have been interpreted in different ways and considers their value in relation to their historical context.</li> <li>evaluates and uses critically a range of sources to investigate issues and reach reasoned and substantiated conclusions.</li> </ul>

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