

Queen Elizabeth High School
HISTORY
Year 9 Assessment Criteria

<p>Working Towards</p>	<ul style="list-style-type: none"> • I can define some key terms and features of different time periods. • I can identify and begin to explain the short and long term causes and consequences of an event. • I can identify the significance of key events and individuals in history. • I can identify the different categories of causes and consequences e.g. political, economic. • I can identify similarities and differences between key events. • I can begin to explain how useful a source by using its content and/or provenance. • I can begin to explain how an interpretation is convincing. • I am beginning to make historical judgements based on evidence.
<p>Expected Standard</p>	<ul style="list-style-type: none"> • I can describe key terms and features of different time periods by using clear examples. • I can explain the short and long term causes and consequences of an event. • I can explain the significance of key events and individuals in history. • I can explain the different categories of causes and consequences e.g. political, economic. • I can compare similarities and differences between key events. • I can explain how useful source/s are by evaluating its content and/or provenance. • I can explain how an interpretation is convincing. • I can make historical judgements based on evidence.
<p>Greater Depth</p>	<ul style="list-style-type: none"> • I can confidently explain key terms and features of different time periods by using clear examples. • I can explain the short and long term causes and consequences of an event and explain my reasoning. • I can confidently explain the different categories of causes and consequences e.g. political, economic and begin to link them together. • I am able to make historical judgements based on evidence. • I can explain the significance of key events and individuals in history. • I am able to explain the reasons why events might be similar and different. • I can confidently explain how useful source/s are by evaluating its content and provenance. • I can confidently explain how an interpretation is convincing. • I can confidently make historical judgements and sustain them throughout my work.