

Step	Strand 1 Key concepts <i>(Single weighting)</i>	Strand 2 Source skills and interpretations <i>(Single weighting)</i>	Strand 3 Knowledge <i>(Double weighting)</i>	Strand 4 Essay structure <i>(Single weighting)</i>	FOKS4 ESTIMATE
9	All of the below and... <ul style="list-style-type: none"> <li>can utilise valid criteria in order to evaluate arguments and reach a final judgement.</li> <li>can produce a consistent argument throughout their answer.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can evaluate the source in more depth than at Step 8.</li> <li>can challenge existing interpretations by weighing up the value of the evidence.</li> <li>can form well-justified interpretations of their own.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use factual information to construct complex arguments.</li> <li>can make use of additional research in their work.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can produce a well-organised and coherent essay with a clear argument running throughout it.</li> <li>can make a judgement that is well-substantiated by the arguments made throughout the essay.</li> </ul>	9
8	All of the below and... <ul style="list-style-type: none"> <li>can produce a consistently analytical essay which is fully focused on the historical problem.</li> <li>can show the inter-relationship between different factors.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can justify evaluation using their own knowledge of the historical context.</li> <li>can show why interpretations differ taking into account the context of the time.</li> <li>can form a judgement about the relative value of different interpretations.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can show an awareness of key themes throughout the period that would impact upon the topic studied.</li> <li>can draw on extensive knowledge of the topics studied to support analysis.</li> <li>can begin to incorporate their own knowledge into their work.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can begin to evaluate the strength of their arguments.</li> <li>can produce a well-balanced answer.</li> </ul>	8
7	All of the below and... <ul style="list-style-type: none"> <li>can show a comprehensive understanding of the key concept.</li> <li>can analyse and evaluate to a high standard in relation to the historical problem.</li> <li>can show the relationship between their arguments.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can analyse sources in depth.</li> <li>can explain how the nature, origin or purpose affects the sources' value.</li> <li>can show an awareness of the value of different interpretations and can take into consideration the context of the time.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can draw on the wider context.</li> <li>can use a broad range of historical terminology confidently to show the complexity of their understanding.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can produce a well-focused essay.</li> </ul>	7
6	All of the below and... <ul style="list-style-type: none"> <li>can analyse and evaluate some of their arguments in relation to the historical problem.</li> <li>can consider the importance of different factors.</li> <li>can explore the links they have made between their arguments.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can consider the nature, origin or purpose of the source and consider how this affects the content.</li> <li>can show an awareness of the strengths and weaknesses of different interpretations.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can use their knowledge to show a good depth of understanding.</li> <li>can select specific and pertinent knowledge about the topic studied to support the arguments made.</li> </ul>	All of the below and... <ul style="list-style-type: none"> <li>can make reference to the question throughout their essay.</li> <li>can attempt to make a judgement based on the arguments included throughout their essay.</li> </ul>	6

5	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ understands the requirements of the key concept.</li> <li>■ can identify several arguments to solve the historical problem.</li> <li>■ can begin to explain their arguments.</li> <li>■ can make simple links between their arguments.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can consider the impact that the author has on the source and the strengths and weaknesses of their view.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can use correct historical terminology consistently.</li> <li>■ can utilise further detail to construct a more in-depth narrative.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can direct their answer at the question, but they may include some narrative or stray from focus.</li> </ul>	5
4	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can direct arguments at the question focus.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can make supported inferences from a selection of sources.</li> <li>■ can begin to explain why some sources are similar or different, but their arguments may not be justified.</li> <li>■ can offer some simple arguments to explain the reasons for the opinions in the source.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can provide a detailed narrative.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can begin to organise their essay into a logical order.</li> </ul>	4
3	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can show a clearer understanding of the requirements of the key concept.</li> <li>■ can describe their arguments in more detail than at Step 2.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can support basic inferences with details from the source.</li> <li>■ can make basic comparisons between two or more sources.</li> <li>■ can begin to consider why sources differ, but students will not be able to justify their reasons.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can show a basic chronological understanding of the period studied.</li> <li>■ can recall more factual material than at Step 2.</li> <li>■ can attempt to include historical terminology in their work, although not always accurately.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can use developed statements to answer the question.</li> <li>■ can begin to form their writing into paragraphs.</li> </ul>	3
2	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can identify more than one reason or argument to solve the historical problem.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can make basic inferences from a source.</li> <li>■ can begin to recognise where the source is expressing opinion rather than fact.</li> <li>■ can identify basic details in a source that supports the opinion.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ shows evidence of some factual detail alongside generalised comments.</li> <li>■ can begin to include some of the vocabulary studied in class.</li> </ul>	<p>All of the below and...</p> <ul style="list-style-type: none"> <li>■ can make some attempt to make links between these statements.</li> <li>■ there may be some focus on the question.</li> </ul>	2
1	<p>Can...</p> <ul style="list-style-type: none"> <li>■ show a basic understanding of the key concept.</li> <li>■ identify one simple reason or argument to solve the historical problem.</li> <li>■ make generalised points.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>■ select information from a source.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>■ recall very simple details about the topic studied.</li> <li>■ make generalised comments about the topic studied.</li> </ul>	<p>Can...</p> <ul style="list-style-type: none"> <li>■ answer the question using simple and generalised statements.</li> </ul>	1