

# LEVEL OF LEARNING THRESHOLD GRID Year 9



BOURNEMOUTH SCHOOL  
FOR GIRLS

DEPARTMENT/SUBJECT: HISTORY

Assessment area	Developing	Secure	Excellent
Knowledge	<ul style="list-style-type: none"> <li>Carefully selected and precise range of evidence with correct use of key terms and vocabulary e.g. anti-Semitism, propaganda, economic boom.</li> </ul>	<ul style="list-style-type: none"> <li>Wide-ranging and carefully chosen evidence with correct use of key terms and vocabulary. Some original and independent research.</li> </ul>	<ul style="list-style-type: none"> <li>Original and independently researched evidence which is wide-ranging and carefully selected, confidently set in wider context.</li> </ul>
Causation	<ul style="list-style-type: none"> <li>Explains each cause. Begins to explain why some are more important than others e.g. of Hitler's rise to power &amp; why the Holocaust happened.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how causes are linked and explains why some causes are more important than others. Confidently explains each cause.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses how triggers events, short term and long term causes interplay to explain events in the past.</li> </ul>
Change & Continuity	<ul style="list-style-type: none"> <li>Able to describe some areas that changed or stayed the same.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed explanation of how things changed and how they stayed the same e.g. women's lives in the USA in the 1920s.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how things changed and how they stayed the same and explains how rates of change can be different for different groups.</li> </ul>
Significance	<ul style="list-style-type: none"> <li>Explains why an event/person is significant in detail e.g. Al Capone.</li> </ul>	<ul style="list-style-type: none"> <li>Analyses the most important using short term, medium term or longer term and compares reasons for relative importance.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates different perspectives about significance depending on class or location.</li> </ul>
Source Enquiry	<ul style="list-style-type: none"> <li>Explains the source using details from it. Beginning to compare sources and can make valid inferences. Can comment on usefulness using content and provenance.</li> </ul>	<ul style="list-style-type: none"> <li>Considers the nature, origin and purpose of a source and evaluates sources for reliability and usefulness.</li> </ul>	<ul style="list-style-type: none"> <li>Interrogates the source independently and uses it effectively. Considers the different perspectives of a source and analyses source thoroughly using contextual knowledge.</li> </ul>
Interpretations	<ul style="list-style-type: none"> <li>Begins to explain reasons for an interpretations e.g. views about the Blitz or Hitler's rise to power.</li> </ul>	<ul style="list-style-type: none"> <li>Explains clearly reasons for a particular interpretations.</li> <li>Explains clearly the purpose of the interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Explains reasons for different interpretations based on provenance - date, purpose, context, access to information.</li> </ul>