



Year/Progress
thresholds
KS3



Descriptors of success KS3

	Inference	Source content	Source provenance	Identifying factors	Explaining factors	Judgement on significance	SPaG
Excelling	I can articulately draw two independent conclusions from the source and use relevant, accurate details from the source as evidence for each inference.	I can give a reasoned judgement on the usefulness / reliability of more than one source with reference to source content as evidence and use accurate own knowledge to support my judgement.	I can articulately evaluate the source's nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is.	I can identify three of the most relevant factors and features and describe them with accurate and detailed factual knowledge.	I can articulately explain three causes, consequences or changes, using developed paragraphs supported by the most relevant, accurate detail.	I can prioritise three factors using relevant criteria by making comparisons between them to justify a judgement about why one factor is more important than another, using accurate and detailed knowledge of the events.	I can spell, punctuate and use the rules of grammar accurately, and consistently use specialist terms and vocabulary in my answer.
Proficient	I can draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness / reliability of more than one source with reference to source content as evidence and use accurate own knowledge to support my judgement.	I can evaluate the source's nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is.	I can identify up to three factors and features and describe them with accurate and detailed factual knowledge.	I can explain three causes, consequences or changes, using developed paragraphs supported by accurate detail.	I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another, using accurate and detailed	I can spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer.



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	Inference	Source content	Source provenance	Identifying factors	Explaining factors	Judgement on significance	SPaG
						knowledge of the events.	
Secure	I can draw two independent conclusions from the source and use mostly accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness / reliability of more than one source with reference to source content as evidence and use my own knowledge to support my judgement.	I can evaluate the source's nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is.	I can identify up to three factors and features and describe them with mostly accurate and detailed factual knowledge.	I can explain two causes, consequences or changes, using developed paragraphs supported by accurate details.	I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another, using accurate knowledge of the events.	I can spell, punctuate and use the rules of grammar accurately most of the time, and increasingly use specialist terms and vocabulary in my answer.
Developing	I can draw up to two independent conclusions from the source and use some accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness / reliability of one source or more, with reference to source content as evidence and use some of my own knowledge to support my judgement.	I can evaluate one of the sources' nature, origin and purpose to explain why the source has taken this point of view and use some of my own knowledge to say how accurate and typical it is.	I can identify up to two factors and features and describe them with some accurate and detailed factual knowledge.	I can explain two causes, consequences or changes, using developed paragraphs supported by some accurate detail.	I can begin to make a comparison between two factors in an attempt to justify a judgement about why one factor is more important than another, using some accurate knowledge.	I can spell, punctuate and use the rules of grammar fairly accurately, and use some specialist terms and vocabulary in my answer.



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Emerging	I can describe or paraphrase the source and use some / limited details but will not make an inference by drawing an independent conclusion from the source.	I can describe the source, with some reference to source content as evidence and use limited own knowledge about it	I can describe the source's nature, origin and purpose and begin to explain why the source has taken this point of view and use limited knowledge to say how accurate and typical it is.	I can identify up to two factors and features and describe them with limited accurate knowledge.	I can begin to explain one cause, consequence or change, supported by limited accurate detail.	I can begin to make a comparison between two factors in an attempt to justify a judgement about why one factor is more important than another, using limited accurate knowledge.	I can spell, punctuate and use the rules of grammar with limited accuracy.
Foundation	I will describe the source.	I can describe the source.	I can identify who produced a source.	I can describe one factor with the use of some key words.	I can give one cause, consequence or change.	I can assert that a factor is significant.	I can spell, punctuate and use the rules of grammar with very limited accuracy.