

## History KS3 Assessment Framework

	Beginning	Working Towards	Expected	Exceeding	Excelling
	Grade 1	Grade 2-3	Grade 4-5	Grade 6-7	Grade 8-9
<b>Explaining Cause &amp; Consequence</b>	I can:	I can:	I can:	I can:	I can:
	<b>Structure</b> Writing frame not applied nor understood	<b>Structure</b> Writing frame partially followed with prompting	<b>Structure</b> Writing frame followed with prompting.	<b>Structure</b> Writing frame followed and understood.	<b>Structure</b> Writing frame used independently.
	<b>Identifying</b> with scaffolding, identify one valid cause, or consequence in answer to the question.	<b>Identifying</b> with scaffolding, identify one specific cause, or consequence for a event or outcome.	<b>Identifying</b> independently, give a specific cause or consequence	<b>Identifying</b> independently, give a specific and explained cause or consequence.	<b>Identifying</b> independently, give a specific and explained cause or consequence. I may start to identify links between factors.
	Begin to categorise reasons with prompting/ modelling.	Correctly categorise reasons with prompting.	Correctly categorise reasons without prompting.	Confidentally categorise reasons without prompting, using multiple descriptors.	Confidentally categorise reasons without prompting, using multiple descriptors.
	<b>Proving</b> give some information with prompting or support from the teacher	<b>Proving</b> give some relevant facts with prompting or support from the teacher	<b>Proving</b> use relevant evidence to support the cause or consequence	<b>Proving</b> use relevant specific facts and key terms as evidence to support the cause or consequence	<b>Proving</b> use a range of relevant, specific facts and key terms as evidence to support the cause or consequence
<b>Explaining</b> attempt to explain why this cause/ consequence results in the outcome or event.	<b>Explaining</b> explain why this cause/ consequence results in the outcome or event	<b>Explaining</b> clearly explain how a cause/ consequence caused an event or outcome	<b>Explaining</b> fully and clearly explain how a cause/ consequence caused an event or outcome	<b>Explaining</b> fully and clearly explain how a cause/ consequence caused an event or outcome. I may start to explore links between causes/ consequences.	
	Examples of student answer to <b>Why did so many die on the Western Front?</b>	Examples of student answer to <b>Why did so many die on the Western Front?</b>	Examples of student answer to <b>Why did so many die on the Western Front?</b>	Examples of student answer to <b>Why did so many die on the Western Front?</b>	Examples of student answer to <b>Why did so many die on the Western Front?</b>
	<i>People died on the Western Front during the war because of danger. This was a place where there were trenches and you could get terrible diseases like trench foot. There were also rats that carried disease and bombings by shells.</i>	<i>One military reason was weapons. For example, both sides used shell fire . Also there were tanks, gas and rifles. This was really bad and many soldiers were killed by it. For example, the Germans had a howitzer called the Big Bertha which fired shells weighing up to 1,785 pounds (810 kg) to a distance of almost six miles.</i>	<i>One military reason for the loss of life on the Western Front was the type of weaponry used by both sides. For example, the use of long range artillery fire and poison gas. Mustard gas in particular caused agonising blistering in the body. This led to many deaths because these weapons were designed to inflict multiple deaths or injuries which would often lead to death.</i>	<i>One military reason for the loss of life on the Western Front was the weaponry which resulted in the deaths of millions of men as ‘cannon fodder’ over the course of the war. For example, shrapnel shells were filled with steel ball bearings which burst before hitting the ground spraying their contents. Furthermore, German machine guns could fire over 600 bullets a minute. These weapons led to so many deaths because they were specifically designed to wipe out as many men as possible in order to end the war.</i>	<i>One military reason for the loss of life on the Western Front was the sophisticated technology used to try and defeat the stalemate caused by the trench structure. For example, heavy artillery such as the howitzer, Big Bertha, could fire shells weighing up to 810 kg a distance of almost six miles. Furthermore, a Vickers machine gun could fire for 12 hours up to 4,000 metres. This weaponry resulted in so many deaths as it was specifically designed to try and break the deadlock of stalemate by eliminating many enemy soldiers. This would make an attack on a trench more successful.</i>