

Getting started guide

KS3 and KS4 History baseline assessments



Pearson Progression Services

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Introduction to the tests

The Pearson baseline assessments are designed to help you assess your students at key points in their secondary education. The tests have been mapped to the steps and strands of the Pearson History Progression Scale in order to support you with tracking progress from Key Stage 3 (KS3) to Key Stage 4 (KS4).

Purpose of the assessments

These tests were developed with the intention to:

- provide a baseline assessment on entry to KS3 from which to track progress
- provide a baseline assessment to assess readiness for starting KS4 courses
- enable teachers to measure and report accurately on students' progress across the Pearson Progression Scale and students' security in key strands of history education
- provide students with clearly defined feedback as a formative assessment tool.

Year 7 baseline

A baseline assessment for Year 7 is provided. It is designed to be sat early in the first term of Year 7, after students have covered some KS3 content due to varying primary curriculums. The full test should take between 30 and 40 minutes for students to complete. The topic chosen for this is the Norman Conquest.

The mark achieved on this test will give each student an initial Step on the Progression Scale. This Step can help to inform your teaching by pointing to common barriers to learning (see the Progression Map) and ways to boost learning.

The baseline assessment can be supplemented by your own additional tests for KS3. Alternatively, as part of the Progression service, Pearson is providing topic tests mapped to the Progression Scale and Map (available 2017).

GCSE baseline

As students move towards GCSE a second test is available that will assess students' readiness for GCSE. This also gives a Step on the Scale, but results should always be used in conjunction with teacher judgement about students' performance.

Depending on the length of your KS3, this test can be taken at the end of Year 8/beginning of Year 9 or the end of Year 9/beginning of Year 10 to assess readiness for GCSE study. The GCSE baseline is available in four topics, providing a range of options to best suit your KS3 course. The full test should take students between 40 and 50 minutes to complete. The topics offered are:

- The Black Death
- Henry VIII and the Break with Rome
- Slavery and Abolition (c1750–1840)
- Origins of the First World War (1870–1914).

Structure

The tests are in two sections:

- Section 1 – multiple choice questions focusing on knowledge components
- Section 2 – open response questions addressing the skills and concepts of the progression map.

Students can sit the whole test in one lesson or you could split it over two lessons.

Each test has a mark scheme that is mapped against the steps on the Progression Scale so that you can assign a step to each student based on their responses to the test.

Editable

The tests are available in an MS Word format to ensure flexibility. The question stems are adaptable and will fit other topics so you can edit the tests to suit your students and your KS3 curriculum.

Introduction to the Pearson Progression Service

With Pearson Progression Services you can really see and understand the progress your students are making throughout secondary level and where they might need more help. Our progression tools help teachers and senior leadership teams to navigate the new world of assessment without levels, ensuring that all students are supported in their progression journeys.

The elements which make up our Progression Services include:

- Progression Maps
- Progression Scale
- Indicative grades
- Baseline and classroom tests
- Reporting tools.

Progression Scale and Map

The Progression Scale is a tool to track students' progress through a subject over the course of Key Stage 3 and Key Stage 4. Each progress descriptor in the Progression Maps has been assigned a number between 1 and 12. The numbers indicate the level of challenge attributed to each progress descriptor.



The 12 Steps in the Progression Scale provide the building blocks of how a subject develops from 11-16. As the Steps build in challenge, students will be developing their existing knowledge, growing their skills set and building depth and breadth of understanding across their learning.

We suggest that an average student makes one step of progress a year. If they make this then we say they are 'on track'.



The link between the Steps and the Progression Map ensure that as a teacher you are seeing at a granular level what is happening in each students' learning. You will be able to see their areas of strength and weakness, and be alerted to any students who may require intervention support if they are not on track to meet their expected progress.



The History Progression Map

The Progression Map identifies seven different strands of development in history learning and each of these strands is divided into 12 Steps of progression. To learn more about the History Progression map and service [see the Pearson Progression website](#).

Knowledge, concepts and skills

The baseline tests cover the four skills and concepts of the Pearson Progression Map for History as well as the three knowledge strands. Aspects of each skill and concept are present in all the tests; however, each test focuses on a specific range of skills and concepts.

Concepts and skills

- causation and consequence
- change and continuity
- evidence
- interpretation

The three knowledge strands

- chronological understanding and acquisition of knowledge
- using historical vocabulary
- structuring and organising knowledge

Map of progression strands to tests

	Causation and consequence	Change and continuity	Evidence	Interpretation	Knowledge*	Narrative analysis**
Y7 baseline (Normans)	X	a	X	X	X	X
The Black Death	X	a	X	a	X	a
Henry VIII and the Reformation	X	X	a	a	X	X
Slavery	X	a	X	a	X	a
Origins of WWI	X	a	X	X	X	a

X: Concept/skill assessed within this test.

a: Aspects of this concept/skill are implicitly assessed within this test but are not formally assessed.

* All the tests incorporate elements of the knowledge components.

** Narrative analysis is a question style in the Edexcel GCSE examination. It relates specifically to the knowledge components, particularly 'structuring and organising knowledge' but includes aspects of the other skills, particularly causation and consequence and change and continuity.

Marking grids and grades

To help you understand the marks awarded in the baseline tests, we have provided marking grids that indicate at what Step the question is pitched. Target strands (text in blue) indicate what areas of the Progression map are being assessed.

Note that, on the GCSE baselines, the mark scheme for Section 2 allows for credit to be given to Step 9 on the Progression Scale. However, some students may be capable of working at a higher level than this. High performing students (Step 8+) could directly access questions built using the Edexcel GCSE question stems, which would allow them to fully demonstrate their capabilities. This is most clearly evident in the evidence questions: these GCSE baseline assessments require students to evaluate only one source but higher performing students should be capable of evaluating two sources together and this would enable them to demonstrate secure attainment at Step 9+.

Markbook

An Excel Markbook has also been created to help track results across classes and years. The Step achieved is calculated and presented at the end of each assessment together with a Red, Amber, Green or Gold status to help determine progression through each Step (the Step RAGG). Red indicates that the student is in the lowest quarter of the Step and gold represents the highest quarter of the Step. In the Summary Sheet, an average mark for all assessments is given and also the result for the last recorded assessment.

How to map scores to indicative GCSE grades

Indicative grades are really useful for top-level reporting. We have mapped our Steps to indicative GCSE 9-1 grades to help teachers with this. We have consulted subject and grading experts to help us do this so that we can make it simpler for teachers to accumulate the evidence to formulate your own grade predictions, apply any interventions and track student progress. To see this mapping please [click here](#).

It is also important to understand that this mapping is for guidance only to support teachers' own predictions of progress and is not an accurate predictor of grades.

For more information about how Edexcel sets grade boundaries, go to the 'Indicative grades' tab on the Progression Services web pages and [take a look at the 'How grade boundaries are set' video](#).



Notes on the tests

Year 7 baseline

Norman Conquest

Knowledge requirement

The disputed succession (Harold's oath to William; Edward's deathbed will); Harold's defence of England at Stamford Bridge and the long march to Hastings; William's preparations for invasion; the events of the Battle of Hastings (the geographical situation; Saxon and Norman tactics; the death of Harold).

Skills requirement

Students should be:

- able to put historical events into chronological order and write narrative paragraphs
- aware that historians create interpretations and that these interpretations can be analysed for similarity and difference
- aware that historians use sources and that these sources can help us understand the past.

GCSE baseline

The Black Death

Knowledge requirement

Biological information about the plague (transmission, symptoms, varieties; both modern and contemporary understanding); the arrival of the plague in England and its spread; the impact of plague (mortality rates; impact on religion, society and the economy); the historiographical difficulties associated with this historical enquiry (paucity/variability of records, impact of weak biological understanding).

Skills requirement

Students need to be:

- able to identify and explain consequences and could begin to analyse the importance of these consequences
- familiar with the processes that historians go through when making use of sources so that they can approach utility questions with an awareness that the quality of source material and the specific historical context can be significant
- able to understand that historians make inferences from source material and, from these inferences and their wider contextual knowledge, are able to build lines of historical enquiry.



Henry VIII and the Break with Rome

Knowledge requirement

The pre-Reformation Catholic Church; Martin Luther and the creation of Protestantism; Henry's fears about succession (the need for security; Catherine's pregnancy history); divorce in early modern Europe (the role of the Pope; Catherine's previous betrothal to Arthur; Anne Boleyn); the English Reformation (changes to church services; dissolution of the monasteries; the extent of theological changes); the pace and extent of developments in the church under Edward VI, Mary and Elizabeth (the English Prayer Book; persecution; the foundation of the Church of England).

Skills requirement

Students should be:

- able to demonstrate appropriate selection of facts to build a historical narrative and may be able to build on these facts to create a sustained analysis
- familiar with the concepts of change and continuity, being able to explain examples of change and possibly being able to consider the significance, pace or extent of change
- able to understand that historians are able to build lines of historical enquiry using an information set (sources or facts) and their wider knowledge of historical context.

Slavery and Abolition (c1750–1840)

Knowledge requirement

Slavery in African society; the slave trade triangle; life on the plantations; the impact of slavery on Britain (the Industrial Revolution; the ports of Liverpool and Bristol; wealth and status); resistance and rebellion; the abolition movement (Wilberforce, Pitt, the abolition of the slave trade and the emancipation of slaves in the British Empire).

Skills requirement

Students should be:

- able to identify and explain causation and could begin to analyse the relative importance of multiple causes
- familiar with the processes that historians go through when making use of sources so that they can approach utility questions with an awareness that the quality of source material and the specific historical context can be significant
- able to understand that historians make inferences from source material and, from these inferences and their wider contextual knowledge, are able to build lines of historical enquiry.



Origins of the First World War (1870–1914)

Knowledge requirement

Militarism (the Anglo-German naval race); the pre-war alliances (Treaty of London; Triple Alliance; Triple Entente); imperialism (the Scramble for Africa; the Moroccan Crises; Austria-Hungary's problems in the Balkans); nationalism (Kaiser Wilhelm's ambitions for Germany; the Black Hand); the July crisis (the Sarajevo assassination; the blank cheque; the slide to war; the recruitment rush).

Skills requirement

Students should be able to:

- identify and explain consequences and could begin to analyse the importance of these consequences
- understand that interpretations are built by historians and can be tested for validity, compared for similarity and difference, and evaluated
- identify and explain causation and could begin to analyse the relative importance of multiple causes.

