

Pearson Progression Services

How does it work?

Case study: KS3 history

1,000+
assessments



Pearson Progression Services provides over 1000 assessments, across all KS3 and KS4 EBacc subjects, that you can use to measure and track your students' progress.

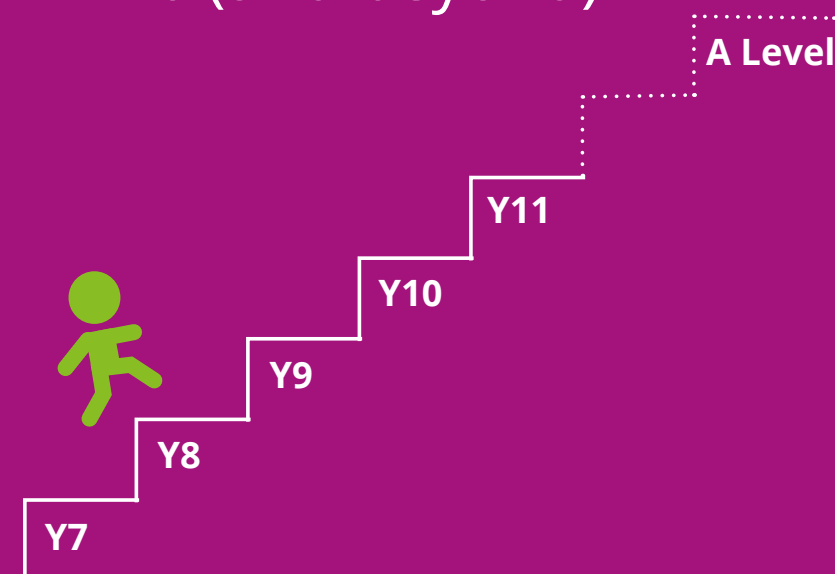
9-1 Flightpaths



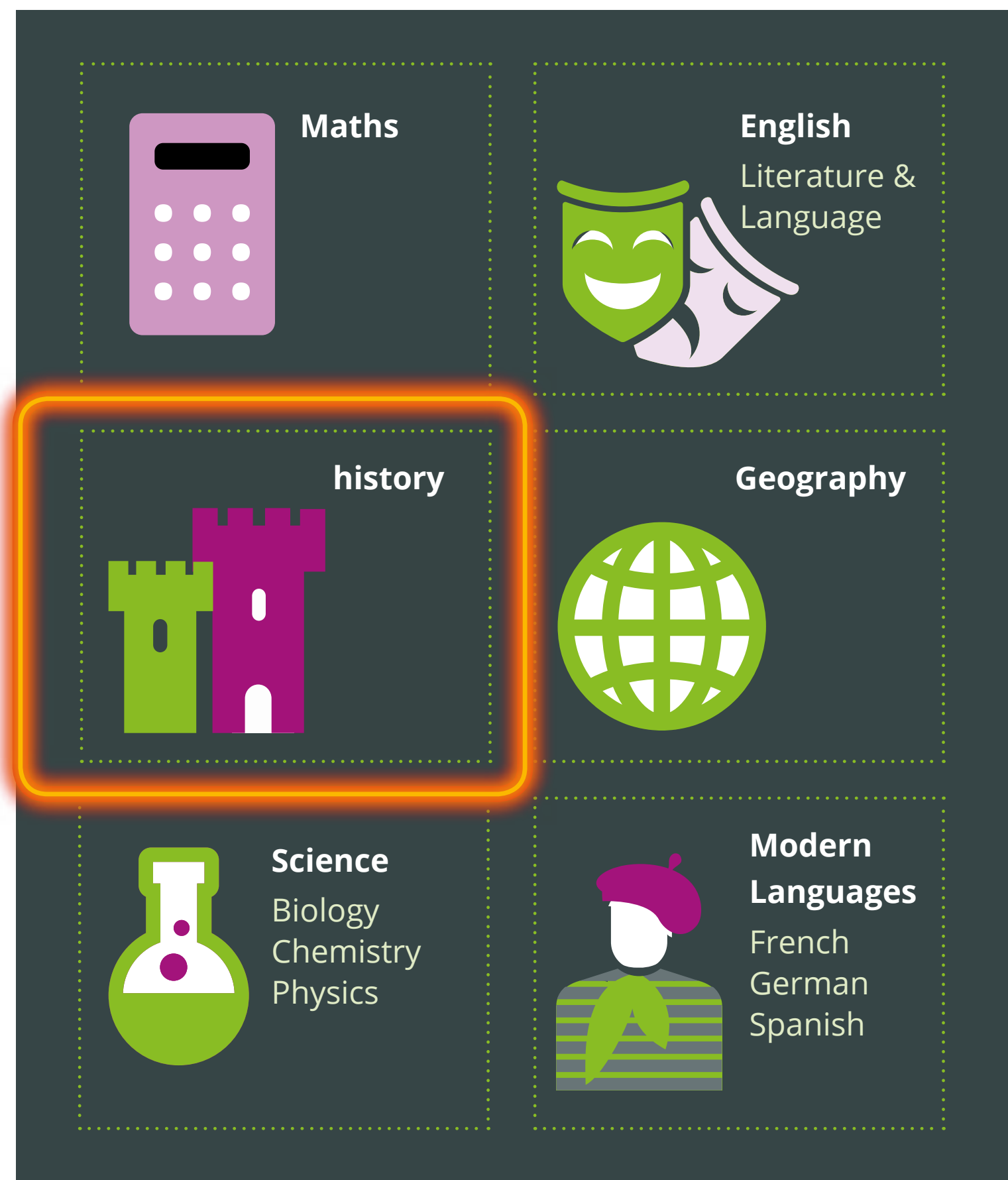
Use our baseline tests to understand where your students are at the start of a key stage and plot their expected rate of progress.

Pearson Progression
Services

11-16 (and beyond)



Then use our progress tests, e.g. end-of-topic, end-of-term or end-of-year tests, to check whether they're on track.



Assessments are available across KS3 and KS4 for all EBacc subjects, enabling you to employ a consistent approach across your school. Assessments are also available for KS5 maths and further maths.

We have balanced the differing approaches to teaching and learning in each subject, with all assessing against a consistent standard through our Progression Scale.

As an example, we're going to walk you through the Pearson Progression Services for KS3 history....

SECTION 1

In Questions 1–4, circle the correct answer.

1 A decade is a period of:

5 years 10 years 50 years 100 years

(1 mark)

2 The year 1066 was in which century?

6th century 10th century 11th century 16th century

(1 mark)

3 What is the correct order for these eras of British history, starting with the earliest and ending with the latest?

- (a) Romans, Anglo-Saxons, Normans
- (b) Anglo-Saxons, Romans, Normans
- (c) Normans, Romans, Anglo-Saxons
- (d) Romans, Normans, Anglo-Saxons

(1 mark)

4 Historians describe the Norman Conquest as being part of which era?

Ancient History The Dark Ages Medieval Modern

(1 mark)



This is the baseline assessment for KS3 history. The baseline assessment can be used to measure the ability of students as they enter secondary school.

This is particularly useful for subjects like history where primary schools are often unable to provide much information about previous attainment.

At the end of the assessment, for every student, you will get an overall Step from our Progression Scale and an indicative 9-1 GCSE grade, as well as more detailed information about their performance on each question. We'll show you more on this later on.

The Norman Conquest

Section 1 – multiple choice

The purpose of Section 1 is to provide information related to the **knowledge** components of the Progression Scale. Question 8 allows students to show understanding in a free-text answer that would put them into Step 6.

Question	Circle the correct answer.	Total marks	Steps				
			2	3	4	5	6
1	A decade is a period of: 5 years 10 years 50 years 100 years	1		1			
2	The year 1066 was in which century? 6th century 10th century 11th century 16th century	1			1		
3	What is the correct order for these eras of British history, starting with the earliest and ending with the latest? (a) Romans, Anglo-Saxons, Normans (b) Anglo-Saxons, Romans, Normans (c) Normans, Romans, Anglo-Saxons (d) Romans, Normans, Anglo-Saxons	1				1	
4	Historians describe the Norman Conquest as being part of which era? Ancient History The Dark Ages Medieval Modern	1			1		



A mark scheme is also available for each assessment, providing clear marking guidance.

The mark scheme for a knowledge question is shown here.

The Norman Conquest

Section 1 – multiple choice

The purpose of Section 1 is to provide information related to the **knowledge** components of the Progression Scale. Question 8 allows students to show understanding in a free-text answer that would put them into Step 6.

Question	Circle the correct answer.	Total marks	Steps				
			2	3	4	5	6
1	A decade is a period of: 5 years 10 years 50 years 100 years	1		1			
2	The year 1066 was in which century? 6th century 10th century 11th century 16th century	1		1			
3	What is the correct order for these eras of British history, starting with the earliest and ending with the latest? (a) Romans, Anglo-Saxons, Normans (b) Anglo-Saxons, Romans, Normans (c) Normans, Romans, Anglo-Saxons (d) Romans, Normans, Anglo-Saxons	1				1	
4	Historians describe the Norman Conquest as being part of which era? Ancient History The Dark Ages Medieval Modern	1			1		



As well as outlining the correct answer, our mark schemes tell you the level of challenge of each question by showing you where on our 12-Step Progression Scale it sits.

9-1

Our 12-Step Scale provides a consistent standard against which to assess your students year on year.

It also provides a greater level of granularity than GCSE grades alone, so you can see even the smallest amounts of progress being made. Students' results can be converted from Steps to indicative 9-1 GCSE grades using our markbooks.

Strand	Sub-strand	Progress descriptor	Step #
Knowledge	Chronological understanding and acquisition of knowledge	Learners have little understanding of chronology or the way that time is structured. They struggle to place an event or person on a timeline and see the periods they study in isolation.	1st
Knowledge	Chronological understanding and acquisition of knowledge	Learners begin to use simple historical terms, such as years, and understand that some things happened a long time ago. However, they are unable to distinguish between different lengths of time. They may be able to talk about periods they have studied (e.g. Ancient Greeks, Romans) but cannot fit these into their existing knowledge.	2nd
Knowledge	Chronological understanding and acquisition of knowledge	Learners understand the literal meanings of terms such as year, decade and century but may still have difficulty in applying this to actual historical situations or using them in the correct way. They are beginning to be able to place periods or events in order (e.g. X happened before Y) but struggle to build a historical timeline beyond a simple structure.	3rd
Knowledge	Chronological understanding and acquisition of knowledge	Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. They can construct a simple timeline of periods that they have studied and are beginning to understand the use of terms such as 'the sixteenth century' or 'the Victorian era'.	4th
Knowledge	Chronological understanding and acquisition of knowledge	Learners are beginning to fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII'), although this knowledge may remain isolated and episodic. Learners can use their understanding of chronological terms to construct timelines of short and long periods of history.	5th
Knowledge	Chronological understanding and acquisition of knowledge	Learners are increasingly confident in placing a new period or topic within the	

Section 2

Section 2 tests students on the following strands:

- cause and consequence
- interpretation
- evidence
- knowledge.

Question 9

What happened as a result of the confusion about who should rule England after Edward the Confessor? Use full sentences and try to explain your thinking clearly. You should use facts that you have learnt to help you.

Target strands: cause and consequence; knowledge

Steps	Marks	Descriptor
2–3	1–2	A simple or general comment is provided: 'The Battle of Hastings happened to decide who would be King of England.' At the bottom of the range, answers may not be a full sentence: 'the Battle of Hastings'. Answers will not show appreciation of unintended consequences. Knowledge may be highly generalised.
4–5	3–4	A simple or generalised comment is provided which shows connection between the succession crisis and a consequence: 'Because there was confusion about who should rule, Harold and William both tried to become king. This led to the Battle of Hastings.' At the higher end of the range, answers should contain some specific knowledge/historical vocabulary.
6–7	5–6	The response begins to blend simple causal factors together to develop a consequence of the succession crisis. A very strong answer will also show contextual understanding (vocabulary; chronology), e.g. 'Edward's deathbed change of heart about the succession meant that Harold Godwinson had a good reason to challenge his rival William of Normandy for the throne of England. Harold was a powerful earl from a very powerful family and would certainly have resisted any attempt from William to take the throne. Edward's promise gave him extra confidence.'



For skills questions, our mark schemes work in the way that you're used to.

On the left is an example of a mark scheme for a skills-based question.

You select the descriptor that most closely matches the student answer; within that descriptor you decide how many marks the answer is worth.

History **The Norman Conquest**
Year 7 baseline assessment

Section 2

Section 2 tests students on the following strands:

- cause and consequence
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Question 9

What happened as a result of the confusion about who should rule England after Edward the Confessor? Use full sentences and try to explain your thinking clearly. You should use facts that you have learnt to help you.

Target strands: cause and consequence; knowledge

Steps	Marks	Descriptor
2–3	1–2	A simple or general comment is provided: ‘The Battle of Hastings happened to decide who would be King of England.’ At the bottom of the range, answers may not be a full sentence: ‘the Battle of Hastings’. Answers will not show appreciation of unintended consequences. Knowledge may be highly generalised.
4–5	3–4	A simple or generalised comment is provided which shows connection between the succession crisis and a consequence: ‘Because there was confusion about who should rule, Harold and William both tried to become king. This led to the Battle of Hastings.’ At the higher end of the range, answers should contain some specific knowledge/historical vocabulary.

Each descriptor from the mark scheme is associated with a Step-range from our Progression Scale.

Strand	Sub-strand	Progress descriptor	Step #
Concepts and Skills	Cause and Consequence	Learners show a basic comprehension of causes and understand that things happen in the past for more than one reason. However, they view these relationships as unmoving or definite, i.e. X was always going to cause Y. They may display a simple understanding of consequence.	2nd
Concepts and Skills	Cause and Consequence	Learners can identify a number of causes of historical events and understand that these are a result of relationships in the past. However, learners will view these causes as operating in a linear or mechanical way, like 'billiard balls colliding'. They display little understanding of unintended consequence or other non-human factors.	3rd

Once your students have completed the assessment, you can enter their marks into the markbook in order to access a detailed analysis of their performance that will inform your next steps and any intervention.

Our markbooks are currently in Excel but we're planning to put them online in our ALDS platform soon. This will mean you will always use the most up-to-date version.

Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary									
						a	b	c	d	a	b	c	a	b	c	a	b								Highest available Step:		7th						
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Lowest available Step:		2nd							
Date test taken:		Max score																								Total max score:				50			
#####		Class average																								33.8	5th	Developing	3				
Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																								Student's total mark	Step	Security within Step	Indicative grade				
Student 1	Test	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	5	4	5	3	4	3	38	5th	Excelling	3						
Student 2	Test	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	1	2	2	2	1	1	18	3rd	Beginning	2						
Student 3	Test	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	4	3	4	3	3	4	34	5th	Developing	3						
Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4						

33.8	5th
Student's total mark	Step
38	5th
18	3rd
34	5th
45	7th

You then get a total score and Step for each student.



Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary			
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Highest available Step: 7th		Lowest available Step: 2nd	
Date test taken:	Max score	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	6	4	6	6	Total max score: 50			
#####	Class average	1	1	0.5	0.5	1	0.8	0.8	1	1	0.8	0.8	1	0.8	0.5	1	0.8	4	3.5	3.8	3	3.3	3.3	33.8	5th	Developing	3
Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																				Student's total mark	Step	Security within Step	Indicative grade		
Student 1	Test	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	5	4	5	3	4	3	38	5th	Excelling	3
Student 2	Test	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	1	2	2	2	1	1	18	3rd	Beginning	2
Student 3	Test	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	4	3	4	3	3	4	34	5th	Developing	3
Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4

33.8
Student's total mark
38
18
34
45



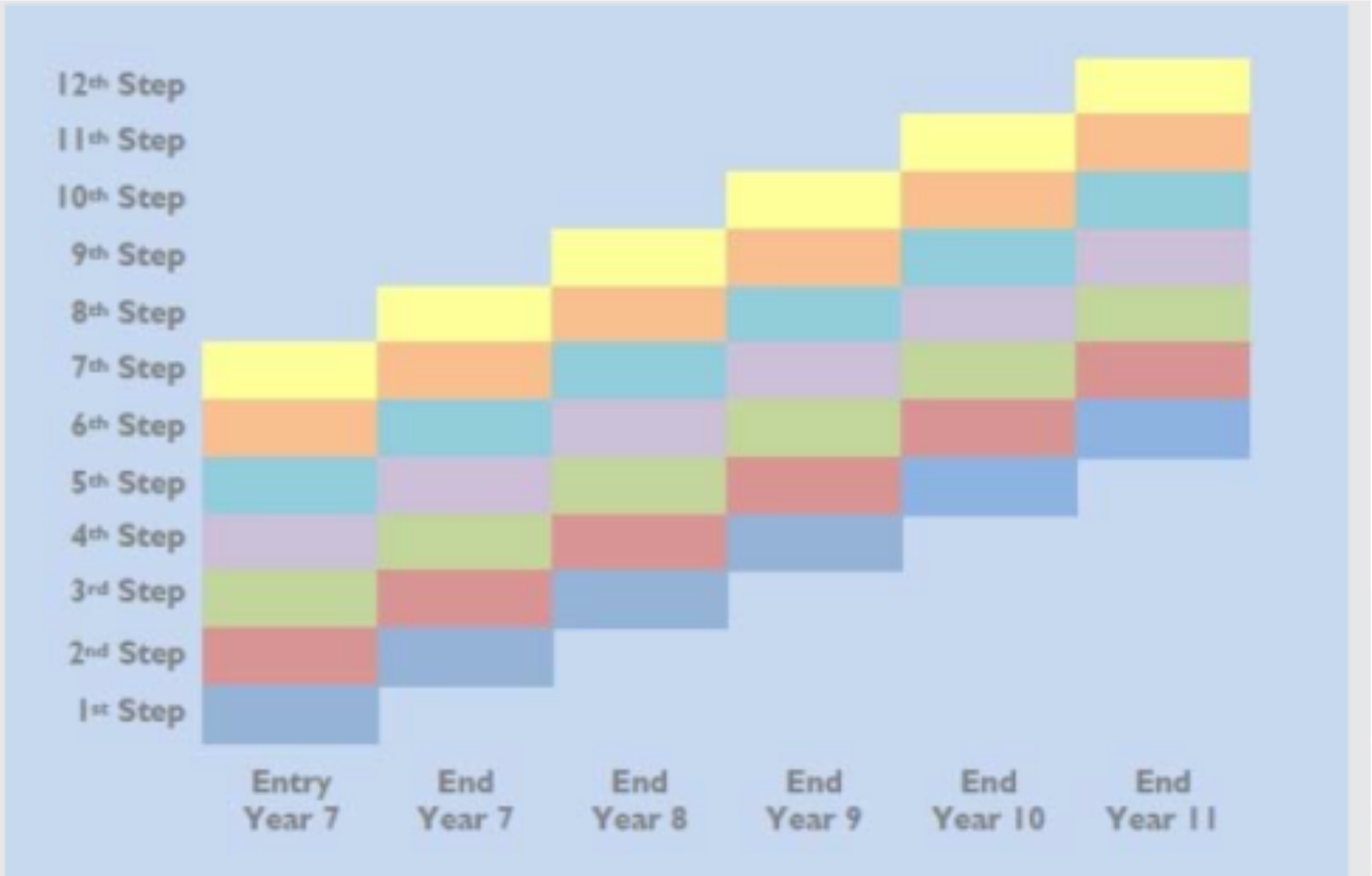
And their level of security within that Step to help you identify small increments of improvement.



Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary			
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Highest available Step: 7th		Lowest available Step: 2nd	
Date test taken:	Max score	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	6	4	6	6	Total max score: 50			
#####	Class average	1	1	0.5	0.5	1	0.8	0.8	1	1	0.8	0.8	1	0.8	0.5	1	0.8	4	3.5	3.8	3	3.3	3.3	33.8	5th	Developing	3
Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																				Student's total mark	Step	Security within Step	Indicative grade		
Student 1	Test	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	5	4	5	3	4	3	38	5th	Excelling	3
Student 2	Test	1	1	0	0	1	1	0	1	1	0	1	1	0	0	1	0	1	2	2	2	1	1	18	3rd	Beginning	2
Student 3	Test	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	4	3	4	3	3	4	34	5th	Developing	3
Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4



We expect the average student to make one Step of progress per year, so this information can be used to plot expected rates of progress for each student.



The markbook also gives the indicative GCSE grade they're working at at that point in time, so if you report in 9-1 grades, this is the information you need.



Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary					
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Highest available Step:		7th			
Date test taken:		Max score																								Total max score:		50	
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Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																						Student's total mark	Step	Security within Step	Indicative grade		
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Student 3	Test	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	4	3	4	3	3	4	34	5th	Developing	3		
Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4		

3
Indicative grade
3
2
3
4



Each student is given a RAG for their performance on each question, so you can see at a glance where their strengths and weaknesses are.



Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary			
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Highest available Step: 7th		Lowest available Step: 2nd	
Date test taken:	Max score	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	6	4	6	6	Total max score: 50			
#####	Class average	1	1	0.5	0.5	1	0.8	0.8	1	1	0.8	0.8	1	0.8	0.5	1	0.8	4	3.5	3.8	3	3.3	3.3	33.8	5th	Developing	3
Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																				Student's total mark	Step	Security within Step	Indicative grade		
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Student 3	Test	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	4	3	4	3	3	4	34	5th	Developing	3
Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4



And an average for the whole class, so you can identify any strong or weak areas for the group as a whole.

This information about students' strengths and weaknesses can be used, in conjunction with our Progression Maps, to plan next steps with teaching and learning and intervention.

Key Stage 3 History Baseline Test		Q1	Q2	Q3	Q4	Q5				Q6			Q7			Q8		Q9	Q10	Q11	Q12	Q13	Q14	Test summary									
						a	b	c	d	a	b	c	a	b	c	a	b								Highest available Step:	7th							
Highest achievable Step		3rd	4th	5th	4th	2nd	4th	3rd	3rd	3rd	4th	3rd	4th	4th	4th	4th	6th	7th	7th	7th	5th	7th	7th	Lowest available Step:		2nd							
Date test taken:		Max score																								Total max score:				50			
#####		Class average																								33.8	5th	Developing	3				
Surname	First Name	Enter the number of marks achieved into the cells below. Please do not copy and paste or drag information into the 'marks' cells.																								Student's total mark	Step	Security within Step	Indicative grade				
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Student 4	Test	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	5	4	4	5	5	45	7th	Beginning	4						

If you refer back to our Progression Maps, connected to each progress descriptor are 'barriers', which you can use to help identify the misconceptions or barriers to learning your students need to overcome to progress.

Strand	Sub-strand	Progress descriptor	Step #	Barrier #1	Barrier #2	Booster #1	Booster #2
Concepts and Skills	Cause and Consequence	Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'. These categories remain fixed in learners' minds and there is little appreciation of interconnectivity. Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.	4th	Learners may still want to organise causes into a 'line' that tells the story of the event that they are studying. Their understanding of causation remains linear.	Learners struggle to understand how consequences may be linked to more than one event or have little relation to some causes.	Learners use card-sorting activities and string/coloured pencils/powerpoint activities to build simple causal webs showing how different causes link to, and impact upon, each other.	Learners select a consequence from the period that they are studying and show how this consequence linked to different events or types of causes at the time. For example, one consequence of the Black Death was the Peasants' Revolt of 1381, but this consequence had other social, economic and political causes. Learners design a 'road map' showing how the Black Death led to the Peasants' Revolt, adding in 'signposts', 'bridges' or 'bumps' for different links and factors.
Concepts and Skills	Cause and Consequence	Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. These links may still be unclear as learners have not begun to prioritise or construct specific causal networks.	5th	Learners may not understand that different categories of causes can be linked. They may see political, social and economic causes as entirely separate categories.		Learners use one 'cause' of an event to show how it can be linked to social, political, economic and other ideas at the time, and to show how there are relationships between the categories. For example, in France, the bad harvest of 1788 is seen as a cause of the French Revolution, and it had social, economic and political effects. Learners construct a simple explanatory paragraph about the links that they have identified.	

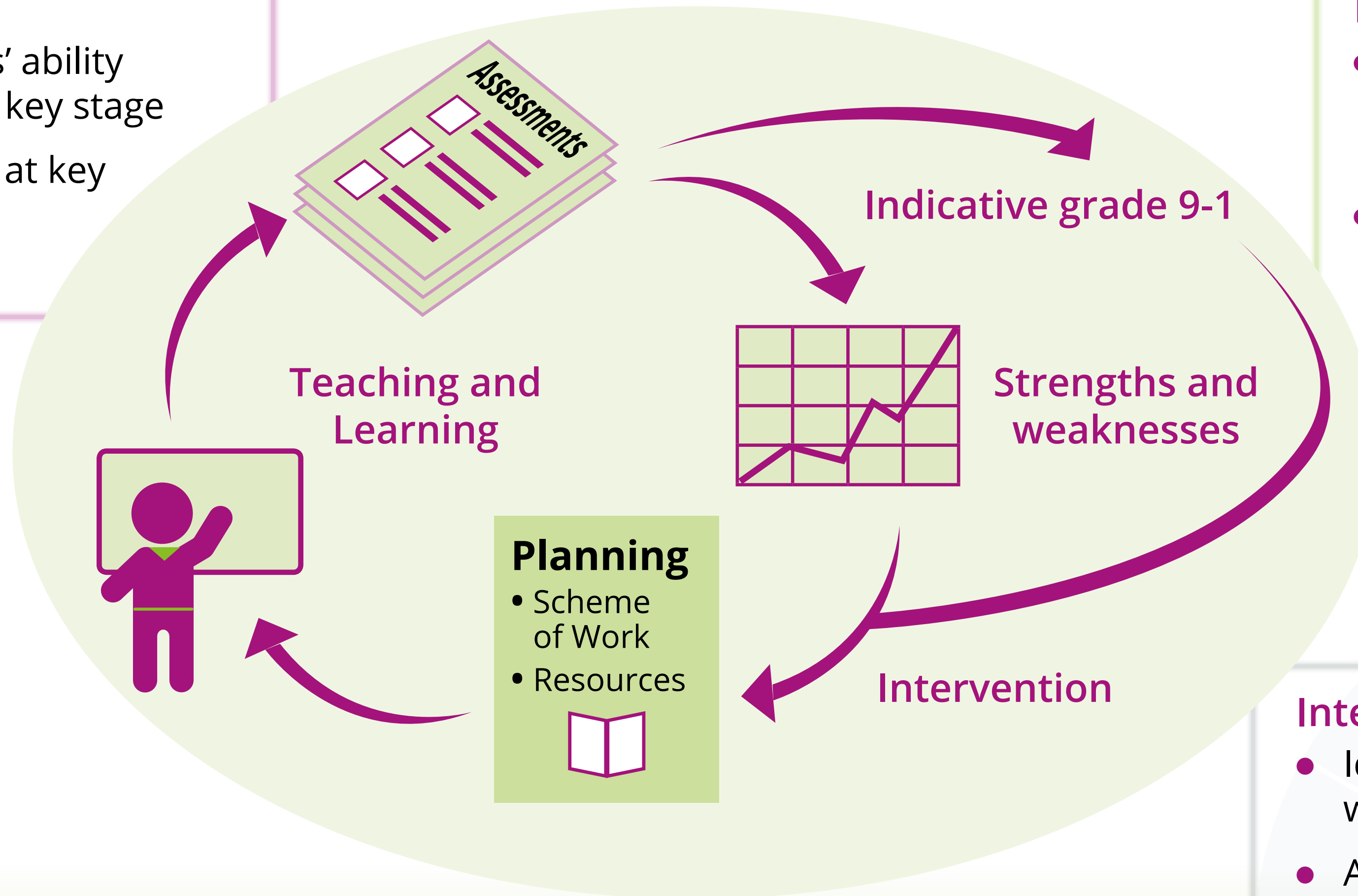
'Boosters' will help you identify ways to move your students on to the next step for stretch and challenge.

Strand	Sub-strand	Progress descriptor	Step #	Barrier #1	Barrier #2	Booster #1	Booster #2
Concepts and Skills	Cause and Consequence	Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'. These categories remain fixed in learners' minds and there is little appreciation of interconnectivity. Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.	4th	Learners may still want to organise causes into a 'line' that tells the story of the event that they are studying. Their understanding of causation remains linear.	Learners struggle to understand how consequences may be linked to more than one event or have little relation to some causes.	Learners use card-sorting activities and string/coloured pencils/powerpoint activities to build simple causal webs showing how different causes link to, and impact upon, each other.	Learners select a consequence from the period that they are studying and show how this consequence linked to different events or types of causes at the time. For example, one consequence of the Black Death was the Peasants' Revolt of 1381, but this consequence had other social, economic and political causes. Learners design a 'road map' showing how the Black Death led to the Peasants' Revolt, adding in 'signposts', 'bridges' or 'bumps' for different links and factors.
Concepts and Skills	Cause and Consequence	Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. These links may still be unclear as learners have not begun to prioritise or construct specific causal networks.	5th	Learners may not understand that different categories of causes can be linked. They may see political, social and economic causes as entirely separate categories.		Learners use one 'cause' of an event to show how it can be linked to social, political, economic and other ideas at the time, and to show how there are relationships between the categories. For example, in France, the bad harvest of 1788 is seen as a cause of the French Revolution, and it had social, economic and political effects. Learners construct a simple explanatory paragraph about the links that they have identified.	

So, that's how our Progression Services work for you. Helping you to:

Assess

- assess your students' ability from the start of the key stage
- check their progress at key points: end-of-topic, end-of-year



Review

- report on progress using our Steps for detailed progress
- make informed grade predictions with our indicative grade mapping

Intervene

- Identify strengths and weaknesses
- Apply interventions where necessary

Go to our **Progression web pages** for more information.