

PROGRESS IN (SUBJECT), YEARS 7-11

Grade	Y11	Y10	Y9	Y8	Y7	AO1: Knowledge and Understanding	AO2: Second order concepts: Cause, consequence, similarity/difference, change/continuity or significance.	AO3: Analysis and evaluation of contemporary sources	AO4: Analysis and evaluation of contemporary interpretations
9						Top 20% of candidates who achieve grades 7-8			
8						Accurate and relevant information is precisely selected to address the question directly, showing both wide ranging and in depth knowledge and understanding of the required features or characteristics of the period(s) studied.	An analytical explanation is given which is directed consistently at the conceptual focus of the question. There is a line of reasoning that is coherent, sustained and logically structured. Criteria for the required judgement are justified and applied in the process of reaching the overall judgement.	Sources are analysed thoroughly. Students can effectively consider and explain how provenance (origin , nature purpose of the source) affects utility. Students can apply own relevant and precisely selected knowledge to interpret sources and apply criteria for judgements on utility for a specific enquiry. Students apply valid criteria to make substantiated judgements about utility to a specific enquiry demonstrating a sophisticated understanding of their strengths and limitations as evidence.	Student provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Students demonstrate a clear and well supported understanding of why the interpretations differ. Relevant contextual knowledge is precisely selected to discuss the strengths and weaknesses of the interpretation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
7						Accurate and relevant information is selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period(s) studied.	An analytical explanation is given which is largely well directed at the conceptual focus of the question. There is a line of reasoning that is coherent, supported and logically structured. The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied.	Sources are analysed thoroughly. Students can explain how some aspects of provenance (origin, nature purpose affects utility of the source). Students can apply own relevant knowledge to interpret sources and test their utility in a way that is largely well focused on the enquiry. Students make judgements about utility to a specific enquiry with some justification, though criteria for judgement are left implicit.	Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Students provide well developed explanations of why the sources differ with appropriately selected support from the interpretations. Relevant contextual knowledge is used directly to discuss the interpretations. Student provides an explained evaluation, agreeing or disagreeing with the interpretation.
6						Accurate and relevant information is included. There is good knowledge and understanding of the required features or characteristics of the period studied. Students are able to use accurate and relevant	An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. The overall judgement is given with	Students analyse sources with some valid support from the source used to support analysis. Students explain how some aspects of provenance (nature, origin, purpose) affect utility but this may be generalised in places with little relationship/support from sources.	Interpretations are analysed and key differences are recognised with support from the interpretation. Students are able to explain valid reasons for differences with support from the interpretation. Some contextual knowledge is used to support/ challenge interpretation.

					knowledge and understanding to support developed comparison between periods/ explanations relevant to demands of the question.	some justification but lacks development or application of valid criteria.	Students apply knowledge to support/challenge sources and comment on utility. Judgements are made about utility with some justification and a reasonable focus on the enquiry.	Student provides a partially explained evaluation, agreeing or disagreeing with the interpretation.
5					Accurate and relevant information is included, showing some knowledge and understanding of the period. Accurate knowledge and understanding is included to support understanding of similarity/difference between periods and to meet the demands of a range of questions.	An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows increasing independence in the development and organisation of material, but a line of reasoning is not sustained. Some passages may lack coherence or organisation. The overall judgement is given but its justification is asserted or insecure.	Students show a good understanding of sources and similarities and differences between them. Students can make valid inference from sources. Students can apply some of their own knowledge to comment on utility of sources. Simple judgements are made about utility based on either content or provenance (nature, origin, purpose).	Interpretations are analysed and key differences are recognised with some support from the interpretations. Students offer basic explanations for similarity/difference in interpretation with limited support. Students begin to see how contextual knowledge can be used to support / challenge an interpretation.
4					Students can describe key features of a period using some supporting knowledge and understanding. Students recognise and describe features between periods that are similar/different with basic supporting knowledge and understanding. There is increasing focus of knowledge and understanding on the demands of the question.	An explanation is given showing limited analysis and with unsustained links to the conceptual focus question. Students require some support to develop and organise material appropriately. A line of reasoning is not sustained. The overall judgement is missing or asserted.	Students show good comprehension of the sources and can recognise similarities/differences between them. Students begin to make valid inference from sources and distinguish between fact and opinion. Students begin to recognise how nature and origin of the source may affect utility of the source. Students make simple points of support/challenge for the sources from their own knowledge at surface level.	Students can recognise how interpretations differ from each other at surface level. They can support this through paraphrase from interpretations. Students offer basic reasons for differences in interpretation.
3					Students can describe key features of a period using some knowledge and understanding. Students are able to offer basic points of similarity/difference between periods. There may be some inaccuracy or irrelevance in their knowledge/understanding.	Students describe causes/consequences. They recognise and identify that some things change and some things stay the same. They are able to describe similarity/difference between periods/ factors. Basic reasoning is offered to support importance/significance.	Students show surface comprehension of the sources and can recognise similarities/differences between them. Students support their understanding through paraphrasing from sources. Students can make simple points of support between their own knowledge and the content of sources.	Students are beginning to recognise fact from opinion in their study of interpretations. Students begin to recognise that there are some differences between interpretations.

2					<p>Students make simple comments describing basic features of the period being studied. There may be some inaccuracy/irrelevance demonstrating incomplete understanding.</p>	<p>Students make simple comments which identify cause/ consequence/ change/ similarity/difference / importance of.</p>	<p>Students can use sources to answer simple questions about the past. Students can make simple points of comparison between sources.</p>	<p>Students make simple points of difference between interpretations. Interpretations are largely used for information.</p>
1					<p>Little knowledge or understanding of the topic or period is shown..</p>	<p>A simple or generalised answer is given, lacking development and organisation.</p>	<p>Sources are used for finding information only.</p>	<p>Interpretations are used for finding information only.</p>

