



History	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>YEAR 12 Autumn/ Spring TERM</p> <p>Paper 1 Civil Rights, USA 1865-1992</p> <p>Paper 2 Britain 1603-1660</p> <p>Paper 3 Russia 1884-1941</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 12 can:</p> <ul style="list-style-type: none"> • Demonstrate generalised historical knowledge about autocratic rule in Russia, the reign of James I and the development of civil rights for both Native and African Americans. <p>Essay questions</p> <ul style="list-style-type: none"> • Write extended answers about the topic in more general terms with some description and/or may include points that are irrelevant. • Demonstrate understanding through the use of accurate and relevant material <p>Extract questions</p> <ul style="list-style-type: none"> • Can consider provenance and deploy their own knowledge. <p>Both</p> <ul style="list-style-type: none"> • Use a wide range of vocabulary. • Make judgements. 	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 12 can:</p> <ul style="list-style-type: none"> • Demonstrate mostly accurate and appropriate historical knowledge about autocratic rule in Russia, the reign of James I and the development of civil rights for both Native and African Americans. <p>Essay questions</p> <ul style="list-style-type: none"> • Write extended answers that focus on the issue in the question that consider a range of issues and will discuss those that are central to the issue or topic. • Demonstrate understanding through the use of precise, accurate and relevant material. <p>Extract questions</p> <ul style="list-style-type: none"> • Show sustained evaluation of each Interpretation. • Use detailed and accurate knowledge relevant to the question to evaluate the interpretations. <p>Both</p> <ul style="list-style-type: none"> • Show a developed and evaluative vocabulary. • Be aware that it is not quantity that is important, but its quality and relevance. • Show that events are not learned in isolation of one another. • Make judgements, linking back to the question. 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 12 can:</p> <ul style="list-style-type: none"> • Demonstrate relevant and comprehensive knowledge, with a sophisticated understanding of autocratic rule in Russia, the reign of James I and the development of civil rights for both Native and African Americans. <p>Essay questions</p> <ul style="list-style-type: none"> • Write extended answers that consistently focus on the issue in the question that fully cover a range of issues that are central to the question. • Demonstrate full understanding through the use of precise, accurate and relevant material. <p>Extract questions</p> <ul style="list-style-type: none"> • Show fully sustained evaluation of each Interpretation. • Can fully consider provenance and use own knowledge by linking the knowledge to sources to show how the view offered in the source is either valid or invalid. <p>Both</p> <ul style="list-style-type: none"> • Confidently use developed and nuanced evaluative vocabulary. • Be consistently analytical. • interconnect concepts studied to analyse these historical events together. • Reach fully supported judgements, linking back to the question.



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