



History	Working towards expected outcomes	Working at expected outcomes	Working beyond expected outcomes
<p>YEAR 13 Autumn/ Spring TERM</p> <p>Paper 1 Civil Rights, USA 1865-1992</p> <p>Paper 2 Britain 1603-1660</p> <p>Paper 3 Russia 1984-1941</p> <p>NEA 3-4000 essay</p>	<p>Your child is not yet making the expected progress within this course.</p> <p>Students working towards expected outcomes in Year 13 can</p> <ul style="list-style-type: none"> • Demonstrate generalised historical knowledge about the Stalinist regime, the English Civil War and Interregnum period, the development of civil rights for both women and workers in the USA. <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 use of accurate and relevant material. <p>Extract questions</p> <ul style="list-style-type: none"> • Can consider provenance and deploy own knowledge. <p>Both</p> <ul style="list-style-type: none"> • Use a wide range of vocabulary. • Make judgements. <p>NEA</p> <p>Research and develop an extended response.</p>	<p>Your child is achieving the expected progress for this point within the course.</p> <p>Students working at expected in Year 13 can:</p> <ul style="list-style-type: none"> • Demonstrate mostly accurate and appropriate historical knowledge about the Stalinist regime, the English Civil War and Interregnum period, the development of civil rights for both women and workers in the USA. <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 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. 	<p>Your child is exceeding the expected progress.</p> <p>Students working beyond expected in Year 13 can:</p> <ul style="list-style-type: none"> • Demonstrate relevant and comprehensive knowledge, with a sophisticated understanding of the Stalinist regime, the English Civil War and Interregnum period, the development of civil rights for both women and workers in the USA. <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 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.



		<ul style="list-style-type: none">• 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>NEA</p> <p>Fully research and evaluate to produce an extended response.</p>	<ul style="list-style-type: none">• interconnect concepts studied to analyse these historical events together.• Reach fully supported judgements, linking back to the question. <p>NEA</p> <p>Fully research and evaluate to produce an extended and sustained response.</p>
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