

Reporting Progress – What does it look like in my subject?

Descriptor	Statement	
<p>Excelling</p> <p>80%+</p>	<ul style="list-style-type: none"> • Successfully navigating the taught curriculum this term • Demonstrates a strong application of the skills covered and practiced. • Demonstrates a secure understanding of the key concepts • Final assessments provide strong evidence of highly secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Strong understanding of key historical knowledge, pertaining to both local, national and international events. • Strong understanding and appropriate use of first order historical concepts, such as parliament, revolution etc. • Clear understanding and use of second order concepts of causation, consequence, change and continuity and significance. • Capable of both analysing and evaluating interpretations about various historical periods. • Confidence in recalling key terms and specialist vocabulary about History. • Capable of analysing the key messages of source material • Capable of evaluating the utility of source material with reference to both its usefulness and limitations. • An ease when comparing views in using connectives to create a logical argument • Able to use a breadth and depth of knowledge to support a factor. • Capable of exploring a number of different factors effectively and considering their significance. • Student can answer complex essay style questions with a convincing, supported conclusion that interlinks factors. • Final assessments provide strong evidence of highly secure understanding of knowledge and skills. Well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
<p>Securing</p> <p>50-79%</p>	<ul style="list-style-type: none"> • Successfully navigating most of the taught curriculum this term. • Demonstrates a solid application of the skills covered and practiced. • Demonstrates a reasonable understanding of the key concepts • Final assessments provide secure evidence of secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Good understanding of key historical knowledge, pertaining to both local, national and international events. • Good understanding and consistent use of second order concepts of causation, consequence, change and continuity and significance. • Can analyse interpretations about various historical periods and can argue either in support or against it. • Capable of analysing the key messages of source material, though not always able to succinctly articulate it. • Capable of evaluating the utility of source material with reference to both its usefulness and limitations, though not always consistently. • Good use of connectives to construct argument • Able to use a reasonable breadth and depth of knowledge to support a factor. • Capable of exploring more than one factor effectively and considering their significance. • Student can answer complex essay style questions with a convincing, supported conclusion that refers to all factors discussed. • Final assessments provide secure evidence of secure understanding of knowledge and skills. Often Well-argued, well-informed, and structured written arguments.
<p>Developing</p>	<ul style="list-style-type: none"> • Successfully navigating elements of the taught curriculum this term. 	<ul style="list-style-type: none"> • Fair understanding of key historical knowledge, pertaining to both local, national and international events.

30-49%	<ul style="list-style-type: none"> • Demonstrates some sound application of the skills covered and practiced. • Demonstrates a developing understanding of the key concepts • Final assessments provide reasonable evidence of secure understanding of knowledge and skills 	<ul style="list-style-type: none"> • Fair understanding and inconsistent use of second order concepts of causation, consequence, change and continuity and significance. • Can analyse interpretations about various historical periods, and can argue in support of it. • Generally capable of analysing the key messages of source material, though not always able to succinctly articulate it. • Capable of evaluating the utility of source material with reference to its usefulness, though not always consistently. • Fair use of connectives to construct argument • Able to use some breadth and depth of knowledge to support a factor. • Capable of exploring one factor effectively and considering its significance. • Student can answer complex essay style questions with a conclusion that is fully supported. • Final assessments provide some evidence of secure understanding of knowledge and skills. Sometimes well-argued, well-informed, and structured written arguments.
Emerging 0-29%	<ul style="list-style-type: none"> • Occasionally successfully navigating some elements of the taught curriculum this term. • Demonstrates some application of the skills covered and practiced at times. • Demonstrates a basic understanding of the key concepts • Final assessments provide a small amount of evidence of secure understanding of knowledge and skills. 	<ul style="list-style-type: none"> • Inconsistent understanding of key historical knowledge, pertaining to both local, national and international events. • Inconsistent understanding and use of second order concepts of causation, consequence, change and continuity and significance. • Can partially analyse interpretations about various historical periods, and argue to some extent in support of it. • Partially capable of analysing the key messages of source material, though not always able to succinctly articulate it. • Partially Capable of evaluating the utility of source material with reference to its usefulness. • Sporadic use of connectives to construct argument • Inconsistent use of breadth and depth of knowledge to support a factor. • Partially capable of exploring one factor effectively and considering its significance. • Student can answer complex essay style questions with a conclusion that is not always clear or supported. • Final assessments provide some evidence of knowledge and skills. Some evidence of structure and a line of argument.
Not possible to comment	<ul style="list-style-type: none"> • Students has been absent 	