



## Current Performance Indicators

History		
Students who <u>consistently</u> show evidence that they can:		Have a CPI of
Demonstrate extensive knowledge of key features. Extensive information, beyond the stimulus points is precisely selected to address the question directly.	AO1	9
Apply precise and extensive analysis (links) to key features using second order. Shows consistent and logical reasoning. Overall judgement is fully justified. Written narratives are well organised and clearly categorised with a logical structure.	AO2	
Make a judgement on source utility with developed reasoning. Analyses sources with focus and depth to support reasoning. Uses extensive contextual knowledge. Can make several supported inferences from a source confidently and justify how provenance (nature, origin, purpose) affects source utility in an evaluative way.	AO3	
Confidently analyse interpretations and their key differences. Effectively support reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is consistent sustained and logically structured.	AO4	
Demonstrate extensive knowledge of key features. Extensive information, beyond the stimulus points is precisely selected to address the question directly.	AO1	8
Apply precise analysis (links) to key features using second order concepts. Shows consistent and logical reasoning. Overall judgement is well justified. Written narratives are well organised and clearly categorised with a logical structure.	AO2	
Make a judgement on source utility with developed reasoning. Analyse sources with focus to support reasoning. Uses contextual knowledge to develop this. Can make several supported inferences from a source confidently and explain how provenance (nature, origin, purpose) affects source utility.	AO3	
Confidently analyse interpretations and their key differences. Effectively supports reasons for differences in interpretations. Relevant contextual knowledge is selected to precisely support the explanation. Overall judgement is justified and the line of reasoning is consistent and logically structured.	AO4	
Demonstrate secure knowledge of key features. A range of information beyond the stimulus points are well selected to address the question directly.	AO1	7
Apply thorough analysis (links) to key features using second order concepts. Shows clear and logical reasoning. Overall judgement is justified with a range of reasons/evidence. Written narratives are well organised and clearly sequenced with a logical structure.	AO2	
Make a judgement on source utility with developed reasoning. Analyses sources with focus to support reasoning using contextual knowledge. Can make several supported inferences from a source. Confident understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	
Confidently analyse interpretations and their key differences. Effectively support reasons for differences in interpretations. Relevant contextual knowledge is selected to support the explanation. Overall judgement is justified and the line of reasoning is clear sustained and logically structured.	AO4	
Demonstrate good knowledge of key features. Accurate and relevant information of the required features with an attempt to directly focus on the question. Shows a generally continuous line of reasoning.	AO1	6
Apply effective analysis to key features using second order concepts. Overall judgement is given with some justification. Written narratives are well organised and clearly sequenced with a logical structure.	AO2	



## Current Performance Indicators

Offer a judgement on source utility based on developed comment. Some analysis is shown. Contextual knowledge is used for support. Can make several supported inferences from a source. Some understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	5
Offer good analysis of interpretations and their key differences. Valid reasons for differences in interpretations. Relevant contextual knowledge is used. An overall judgement is given with some justification.	AO4	
Demonstrate some knowledge of key features. Gives a range of accurate and relevant information of the required features.	AO1	
Apply effective analysis to key features using second order concepts. Shows a generally continuous line of reasoning, although organisation can be limited. Overall judgement is given with some justification. Written narratives are mostly well organised and there is some attempt at a clear structure but this is not consistent.	AO2	5
Make a judgement on source usefulness based on developed comments. Some analysis is shown. Contextual knowledge is used for support. Students can make some valid inferences from a source, occasionally with support. Some understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	
Provide reasonable analysis of interpretations and their key differences. Valid reasons for differences in interpretations are given. Relevant contextual knowledge is used. An overall judgement is given with some justification.	AO4	
Demonstrate some knowledge of key features. Gives 3-4 points of accurate and relevant information.	AO1	4
Apply analysis to key features using second order concepts. Shows a generally continuous line of reasoning, although organisation may be limited. Overall judgement is made but justification is not well supported. Written narratives are mostly well organised, there is some attempt at a clear structure but this is not consistent.	AO2	
Make a judgement on source usefulness with some supporting comments. Limited analysis is shown. Contextual A knowledge is used for support. Students can make some valid supported inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	
Provide some analysis of interpretations and their key differences. Provides reasons for differences in interpretations. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but isn't well supported.	AO4	
		3
Demonstrate some knowledge, using everyday language, and basic understanding of key features and characteristics	AO1	
Compare similarities, differences and makes links between key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Some organisation, but not well explained. Overall judgement is given but not well supported or explained. Written narratives are simple or generalised, lacking structure.	AO2	
Provide simple judgement on utility supported by some comments. Offers some contextual (wider) knowledge beyond the sources. Considers how a range of sources can help an enquiry. Can make some valid inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	
Provide some analysis (similarities/differences) of interpretations. Provides reasons for differences in interpretations, this may be simplistic. Some relevant contextual knowledge is linked to some evaluation. An overall judgement is given but not explained continuously and not well supported.	AO4	



## Current Performance Indicators

Demonstrate little knowledge of key features. Gives a few accurate points and relevant information.	AO1	2
Provide simple or generalised comment on key features using second order concepts such as change and continuity, causation, consequence, significance, similarity and difference. Simple or generalised answers which lack development and organisation (narrative).	AO2	
Make a simple judgement on utility (usefulness) supported by a comment. Offers limited contextual knowledge. Considers how a range of sources can help an enquiry. Can make some acceptable inferences from a source. Limited understanding of how provenance (nature, origin, purpose) affects source utility.	AO3	
Provide limited and simple explanation for differences in interpretations. Generalised contextual (wider) knowledge is sometimes used alongside the interpretation and limited evaluation.	AO4	
Demonstrate limited historical knowledge of key features, gives some relevant and accurate information.	AO1	1
Provide no or simple reason, lacking development and organisation, generalised use of second order concepts (causation, continuity, change, consequences).	AO2	
Offer a simple judgement on utility (usefulness) of sources, can make some inferences from a source, limited understanding of how provenance (nature, origin, purpose) affect usefulness.	AO3	
Provide simple explanation for differences in interpretations. Generalised contextual (wider) knowledge is sometimes used alongside the interpretation / views and limited evaluation.	AO4	
Recall and begin to explain some basic historical information and can add some detail and examples.	AO1	Step 3
Provide no or simple reason, basic ability to use to historical fact to comment on causation, continuity, change or consequence.	AO2	
Recognise how a source can be useful and not useful for historical comment, able to make more than one historical comment based on details in the source, recognises certain factors that utility is based on (provenance).	AO3	
Identify a specific difference between two interpretations, but without explanation or understanding of reason.	AO4	
Recall some basic historical information relevant to the topic but do not include many examples.	AO1	Step 2
Provide no reason or explanation given, but able to link historical fact to basic causation, continuity, change or consequence.	AO2	
Identify how a source can be useful for historical comment, able to make some historical comment based on a detail in the source.	AO3	
Identify that historical interpretations are different.	AO4	
Recall, when prompted, some basic facts that are relevant to the topic with no development.	AO1	Step
Provide no reason or explanation, but able to identify where historical fact can lead to causation, continuity, change or consequence.	AO2	



## Current Performance Indicators

Provide some basic historical comment on a source.	AO3	1
Identify an interpretation and understand meaning.	AO4	