

Grade	What does this look like in student friendly terms – common language (can we use the rubric from SOLO?)	What skills might the student be demonstrating to achieve this level?
Foundation (Emerging)	<p>I don't understand...yet!</p> <p>Students are forming basic skills and knowledge.</p> <p>Students show limited knowledge and can identify one positive and one negative factor in relation to the British Empire. There is no overall judgement in relation to the legacy of the British Empire.</p>	Show curiosity, begin to identify and know basic ideas.
Developing	<p>I have a basic idea.</p> <p>Students have a basic knowledge of key content and skills.</p> <p>Students show basic knowledge of the British Empire and there is a limited overall judgement in relation to the legacy of the British Empire.</p>	Understand basic key words and facts, identify, begin to describe and recall some information.
Secure	<p>I can gather ideas together</p> <p>Students can use knowledge and skills to describe and begin to make links between concepts.</p> <p>Students can show accurate and relevant information showing some knowledge and understanding of the legacy of the British Empire. An overall judgement is given but it is vague.</p>	Think more deeply about concepts, begin to blend ideas together, begin to outline and summarise, compare and contrast in order to form simple explanations.
Advanced (Mastering)	<p>I can link and apply my ideas in order to explain things</p> <p>Students have the confidence to apply detailed knowledge and skills to explain/compare/investigate and begin to evaluate.</p> <p>Students show accurate and relevant information and show good knowledge and understanding linked to the question. The student starts to use second order concept words</p>	Confident explanations of concepts, connections and predictions, using technical terminology and imagination, linking, arguing, examining, summarising, all in depth and with fluency.

	like significant, continuity and change and similarities and difference in relation to Britain's Empire and its legacy. A judgement is made but it is implicit.	
Mastery (Extending)	<p>I can evaluate and analyse my ideas and apply to other situations/contexts</p> <p>Students apply a diverse range of knowledge and skills in a sophisticated way and can apply this to abstract scenarios.</p> <p>The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question, with a clear use of second-order concept words. The student makes consistent links to the question through the essay making mini judgements on the positive/negative impact on the legacy of the British Empire. The student also makes a clear and explicit judgement in their conclusion.</p>	Confident application and transfer of knowledge to solve, explore, discuss, contrast, teach, hypothesize, challenge, critically evaluate, adapt and justify own theories with fluency.