

## Sociology

### Intent

Curriculum design is specifically targeted to help students move from GCSE skills (start of Year12) through to being capable of coping with a start of a degree course (End of Year 13). Focus for learning is on independent skills, exam techniques, understanding the demands of A Level heavy content recollection, providing them with appropriate, relevant wider contextual knowledge in order to provide non-textbook empirical evidence. They also need to understand the language of learning from their particular exam board (AQA) with a clear understand of the mark scheme and assessment objectives. The students need to be able to develop collaborative learning skills and have opportunities for personal growth and development. They also need to have a wider understanding of global and national issues (economic and political) to enable them to develop a more mature appreciation of the social issues which are covered by the curriculum. It is essential that students become aware of conflicting theoretical perspectives and that they can apply this knowledge to the world around them.

### Implementation

Curriculum delivery is consistent and organised. For every topic student receive a booklet, Q&A and a SOW.

Booklet – This contains a mixture of key content, activities to enable summative assessment (mainly verbal through questioning and one to one checks) to apply the learning, discussion points, articles from journals and media from the last couple of years and example exam questions. This is an active document which students bring to each lesson and use at home. It enables them to keep all their learning organised but also provides support if lessons are missed. It is also an effective way to assess students understanding especially if there are concerns about progress.

Q&A – This given to all students for every topic as an ongoing directed study task. This ensures that reading is regularly taking place and allows formative assessment at the end of every topic. It also introduces students to the concept of flip learning early on in the course which can then be developed to a higher standard at the end of the course.

SOW – A detailed SOW is given to the students for each section of learning which details key assessment criteria, key theories, and additional resources they can access.

Flip Learning – numerous HL tasks peppered throughout the course are designed to develop these skills and students have a clear understanding of high expectations from the teacher. In the last topic of the course this is developed to (early) degree standard with students expected to prepare in advance a particular subject by completing

notes and answering questions independently. This is then assessed in lesson time in a university seminar format through targeted questioning, discussion, clarification and then the application to a specific exam style question.

Marking – Formative and summative assessment is carried out at the end of each topic where students will complete an exam question under timed conditions. At the start of year 12 this is scaffolded until the students are able to deliver close to their target grade on an unseen question. Students receive feedback within a week or less. This is through assessment objective orientation, given guidance to where key contemporary examples or theoretical evidence could be used and they also receive an overall summary of comments. For larger assessment this feedback is also discussed with them on a one-to-one basis and students are expected to redo whole questions or parts of questions where they could improve their progress. As part of the assessment process students are matched up with each other to discuss their work. Matching is designed where another student is lacking in an area where the other student is excelling. We also share outstanding practice (with permission of the particular student).

Wider reading – students are regularly given articles from academic publications and quality press articles relevant to the area of study. This allows students to apply their theoretical knowledge to the current world around them. Near the end of the course students are asked to find their own examples to apply to an area of learning and present these to the class.

Monitoring of progress – The processes described above allow the teacher to have clear and timely indications of performance that is not at capability levels of the students. High expectations but strong supportive relationships allow and encourage the students give their best.

Revision – revision is tailored to the particular groups' needs and requests. Students are surveyed to identify key areas of concern and this is used alongside the teachers judgment to provide targeted exam questions on these topics in the form of a booklet to enable more flip learning.

## Impact

Attainment – to continue the high standards achieved in the past in Sociology (since 2014 – 61% A\*-B, 91% A\* - C). Attainment is monitored by regular use of SISRA and feedback to HoF. Regular monitoring of bursary, low ability and high ability students' progress against targets.

Knowledge and Skills development – to ensure all students achieve at least their target grade including HA students have the opportunity to access and develop skills needed to attain A & A\*. This needs to be supplemented by the teachers reading widely and attending CPD events to keep up to date.

Student Voice – students are asked in Term 2 (Year 13) to evaluate the teaching they are receiving. They are asked to comment on the factors which are allowing them to make the most progress and suggest factors which would increase their own progress. This has informed long term planning for the future.

Skills developed over time – Skills introduced to students gradually with increasing levels of expectations (e.g. flip learning opportunities)

Destinations & attributes – students are able to question rather than accept passively the world around them. This allows them to analyse and evaluate in whichever subject or career they chose to enter. They are a well-read and informed global citizen who has effective collaborative skills, confidence in their own voice and ability and is able to motivate themselves to conduct independent learning.