Government & Politics Curriculum Map

Year 12	Year 13
Background to UK politics since 1945 Democracy Political parties UK Constitution Nationalism Liberalism Conservatism Socialism	Feminism USA Constitution UK Parliament and US Congress compared. Judiciary in UK v US Supreme Court compared.

Sociology Curriculum Map

Year 12	Year 13
Theories of Family and Education Research Methods	Global development, trace and aid Crime, explaining criminality and crime reduction. Theory and research methods.

Psychology Curriculum Map

Year 12	Year 13
Psychological research methods Date interpretation Evaluation of 'classic' psychological studies. Evaluation of more recent psychological studies	Mental health Environmental psychology Criminal psychology

Social Sciences
Assessment Guidance

Feedback and marking should remind students of what they are doing well, reward those who show pride and enthusiasm in their work, allow students to know the areas in which they are doing well and to identify areas in which to improve.

Written feedback is part of this process, but constant deep marking would be unattainable and ineffective. Oral feedback is likely to be used in most lessons.

It can have immediate impact in terms of addressing mistakes, rewarding engagement and building a positive rapport with a group.

Oral feedback

Teachers model good writing by the way in which they speak and encourage students to develop their points. It can address common mis-conceptions encountered in group work, presentations and examination answers.

Written Feedback

An extended piece of examination focussed material will be assessed using professional judgement / mark schemes to give a grade that best fits the likely grade that this work would achieve at GCSE / A Level. This will usually be once per module.

- Marking should clearly state a strength of the work.
- There should be an area for improvement clearly identified.
- A target sheet may be used to help students visualise the assessment objectives upon which they can improve.
- Codes to be used to achieve consistency, clarity and efficiency.
- There should be some annotation of significant errors in written work – especially if it pertains to key terminology or names of studies etc. Not all errors may need to be annotated – this could over-face the student. However, clear points, good use of evidence and effective use of evaluation skills, theory and well focused conclusions may be annotated so that students are aware of where they doing well, improving and showing the skills / knowledge

Sp.   Spelling mistake

G.   Grammar error

P.   Punctuation error

!?   Key term used inappropriately / misconception.

✓✓   Good point, explanation, evidence, detail

eval✓   Good evaluation

conc✓   Good conclusion that flows from argument and answers the question

eval>   More explicit evaluation needed

e.g.   Example, evidence, use of study needed