

Government & Politics

Curriculum Map

Year 12	Year 13
Political participation: Democracy and participation Political parties Electoral systems Voting behaviour The Media Liberalism Conservatism Socialism UK Government: The Constitution Parliament Prime minister and executive Relationships between the branches	Feminism US Constitution US Congress US presidency US Supreme Court Democracy and participation UK Parliament and US Congress compared. Judiciary in UK v US Supreme Court compared.



Sociology Curriculum Map

Year 12	Year 13
Education with Theory and Methods Families and Households	The Media Crime and Deviance with Theory and Methods



Psychology Curriculum Map

Year 12	Year 13
Research Methods Social Influence Memory Attachment Biosychology Clinical psychology and mental health Approaches in Psychology	Cognition and development Schizophrenia Forensic Psychology Issues and debates in 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. Teachers will model plans for the assessment objectives and different types of questions that students will encounter. This often follows the model of 'I do, we do, you do'.

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 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.
- Teachers may use feedback sheets to aid the communication of feedback to students.
- 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 are doing well, improving and showing the skills / knowledge

Psychology codes

K: Knowledge
Ap: application
Ev: Evaluation
Ltd: limited

Sociology codes

Soc: Sociologist
Persp: perspective
Pol: Policy
Eg: Example
Ltd: limited
An: analysis
App: application
Ev: Evaluation
Hk: hook
Rep: Repetition
_____ : correct
~~~~~ : incorrect

#### Politics codes

AO1: Knowledge and understanding  
AO2: Analysis  
AO3: Evaluation

