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A Level Sociology

3SOB/4SOB

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to the Sociology department. We hope that you enjoy your time in the department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

**Specification:**

A good place to start to look at the A level specification and familiarise yourself with what you will be studying on the course:

<https://www.aqa.org.uk/subjects/sociology>

**Topics we cover:**

Year 1: Families and Households Year 2: Crime and Deviance

Education Stratification (inequality)

Research Methods Theory and Methods

**Teaching staff:**

A group of people

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*A person posing for the camera

Description automatically generated***Head of Department:**

**Director of Faculty (Humanities and Social Sciences):**

Bev Whitlock

**Where are we located:**

In two classrooms in the 900 building: 913 and 916. You might also have lessons in other classrooms around the campus. The department office is in 916a.

**A brief overview of what we expect from you:**

* To turn up to lessons on time
* To be ready to learn with the correct equipment, including pens, paper, the most recent booklet and electronic resources (where needed)
* To have completed your pre-learning tasks in preparation for the lesson and asked for help in advance of the lesson if needed
* To contribute and engage in lessons to the best of your ability and to listen/read instructions
* To be thoughtful and courteous to other members of your group and your teachers
* To of informed your teacher if you are unable to attend a lesson and also formally registered this by contacting student reception: [attendance@godalming.ac.uk](mailto:attendance@godalming.ac.uk)

**Other information:**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course.

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect from us?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you exam-style questions to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Approach to remote teaching and learning**

Following the closure of schools and colleges in March 2020, teachers and students have adapted to a new environment of remote teaching and learning. How ‘remote’ this is depends on the wider context of COVID-19, but the department has clear plans, and expectations of its students, in each of the scenarios below.

1. ***Normal Opening: The College is open as normal; all students attend and follow a full, face-to-face timetable***

In this situation the department would run lessons as normal and all of the expectations of students and teachers on the page before would apply.

1. ***Blended Learning: students will receive a mixture of physical and remote lessons, attending college physically one week and remotely the other***

The department will continue to offer high quality lessons in this scenario although the exact nature of teaching and learning may vary depending on what content is being covered. Students should expect a mixture of:

* **Streamed lessons** – when appropriate, lessons including half of the class will be streamed live through Microsoft Teams to the other half of the class learning from home
* **Recorded content** – tutorials, presentations etc. will be pre-recorded for students to watch and complete a set of follow-up tasks
* **Preparation work** **–** class time may be used to set students independent work in the form of research or pre-learning to prepare them for a specific live lessons, which will then be used to assess students’ level of understanding of the work they have completed.
* **Homework** – students will also be expected to complete homework tasks in advance of activities being completed in lessons

1. ***Remote Learning: students will receive remote lessons and assessment will be conducted remotely***

In the event that college is not open for physical lesson or a teacher is required to self-isolate, teaching and learning will move online through the combined use of Microsoft Teams and Godalming Online. The specific nature of each week’s learning will vary depending on what is being covered, but students should expect a mixture of:

* **Live lessons through Microsoft Teams** – this is a fantastic platform that allows classes to video-call, watch presentations, take part in Q&A, group work, 1-1s all in real-time. Teams lessons will be the main part of remote teaching and learning but may take a slightly different form or length than physical lessons to help students engage fully. For example, a 1.5 hour physical lesson might translate to a 30-45 minute Teams lessons, made up of a brief teacher-led presentation and class Q&A, followed by 45 minutes of structured independent work, during which time the teacher conducts 1-1s with students
* **Online submissions** – students will upload work regularly to help their teacher monitor their progress and offer support when needed. This will be done through the ‘Assignments’ feature on Teams or through Godalming Online
* **Remote Workshops** – in addition to remote lessons, department workshops will continue remotely to provide students with extra points in the week to get 1-1 help on content, homework or remote learning in general

**Expectations of students in scenario 2&3 –** if students find themselves learning remotely or in a mixture of physical and remote lessons, then the department has clear expectations of how they should work in this environment. The department has considerable experience in delivering content remotely and key to this is students remaining engaged, establishing a clear working routine and communicating effectively with staff. More specifically it is expected that students will:



* Attend all remote lessons unless told otherwise by their teacher
* Actively take part in remote lessons e.g. contribute questions and answers, take part in group work, turn webcams on (with the background blurred) when asked to by their teacher
* Submit all work via Microsoft Teams by the deadline set
* Communicate regularly with their teachers, either as part of scheduled 1-1s or more informally to discuss work or any problems they might be having. This will be through Email or Teams.

To identify where your remote strengths and weaknesses might be, complete the specific department audit below. This is made up of the essential skills you would need to learn in a remote or blended environment.

|  |  |
| --- | --- |
| **Remote Learning Skills Audit that you need to master to succeed on this course** | ***Tick*** |
| Log on to Office 365 using your college details (in college and at home) |  |
| Open Microsoft Teams and find a class team |  |
| Join a lesson on Teams and post a comment |  |
| Download the Teams app on your phone |  |
| Download the OneNote app on your phone (to access and participate in shared files on Teams) |  |
| Upload or attach documents in Teams |  |
| Save documents on OneDrive |  |
| Access your OneDrive files at home |  |
| Share documents, PowerPoints etc without attaching them to emails |  |
| Access Godalming Online course pages and download files |  |
| Access Tutor2u for additional resources and videos |  |
| Log on to any magazines or websites needed on the course |  |
| Access Estream to watch films/documentaries/pre-recorded content |  |



*[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Flogotyp.us%2Flogo%2Fmicrosoft-teams%2F&psig=AOvVaw2Wl1l6bVS-gskR2jhCsLQD&ust=1594130388988000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNDg_8_kuOoCFQAAAAAdAAAAABAD)*There are lots of places you can go to get help with the skills listed above.

To begin with, speak to your teachers to get help with the basics of using Microsoft Teams or Godalming Online. This can be done at the start of the year through departmental surgeries and through workshops. A good idea would be to bring the completed audit above to a workshop and go through this with your teacher to fill in any gaps.

The IT Department are also available to offer more technical support or if you run into a problem your teacher cannot resolve. If in college, IT can be found on the top floor of the 300s. Also have a look at the IT Helpdesk on Godalming Online, which has help on using features such as Office 365. Finally IT are also contactable via [ITsupport@godaming.ac.uk](mailto:ITsupport@godaming.ac.uk)

If you are concerned about how to organise your time and working habits during a period of remote learning, then speak to your tutor for ideas and techniques to work independently. The Learning Support Department are also available to discuss specific concerns or individual learning needs further.

**Course Overview**

In the first year these will be Education with Theory and Methods and Family. These are marked in blue, below. Yellow topics: Crime with Theory and Methods and Stratification, are covered in year 2.

|  |  |  |
| --- | --- | --- |
| **PAPER 1 (2 hours)** | **PAPER 2 (2 hours)** | **PAPER 3 (2 hours)** |
| **EDUCATION:** History and policy, theories of the education system, differences in class, gender, ethnicity and achievement | **FAMILY:** Theories of the family; trends, demographics and diversity of the family; changing roles within the family; the changing nature of childhood | **CRIME:** Theories of crime, patterns and explanations of offending, global crime, state crime, green crime, punishment/control, victims |
| **RESEARCH METHODS:** theoretical issues and influences on choosing a method, statistics, questionnaires, interviews, observation, experiments, and secondary data. Methods in context (see paper 3 for theory and methods) | **STRATIFICATION:** changes in the class structure, social inequality related to class, age, gender, ethnicity and disability. | **THEORY AND METHODS:** see research methods in paper 1. Sociology as a science, social policy, value freedom, views of theories of society. |

**The Exams**

At the end of your second year you will take three exams in:

**Exam 1: (2 hours / 80 marks / 33.3%)**

* **Section A:** Education (50 marks)
* **Section B:** Theory and Methods (30 marks)

**Exam 2: (2 hours / 80 marks / 33.3%)**

* **Section A:** Family (40 marks)
* **Section B:** Stratification (40 marks)

**Exam 3: (2.5 hours / 80 marks / 33.3%)**

* **Section A:** Crime and Deviance (50 marks)
* **Section B:** Theory and Methods (30 marks)

Past exam questions can be found on AQA’s website [www.aqa.org.uk](http://www.aqa.org.uk)

**Student scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your A-Level. You will also see the key assessment points given below. It is important that you know when these are so that you can organise your revision and preparation. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed. Please note the exact timings of the progress of the course will depend on the split of teaching. The below is based on a 2.25 split, whereas with a 3/1.5 split the education topic will go faster than the family topic. All BM’s will be the same or covered at a slightly different point in the year.

‘Essays’ in the assessment column may include analysing an existing essay or planning one, as opposed to always writing one.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A-LEVEL YEAR 1** | | |
| **Week** | **Sociology of education** | **Sociology of the Family** | **Assessment** |
| **1** | INTRO TO SOCIOLOGY | Pictures of society |  |
| **2** | INTRO TO SOCIOLOGY | Childhood |  |
| **3** | History of education | Childhood |  |
| **4** | History of education | Childhood | **10 mark questions (family)** |
| **5** | Theory | Childhood - ESSAY - BM1 | **20 mark essay (childhood)**  **Childhood revision sheet** |
| **6** | Theory | Types of families and households | **4, 6 mark questions (education). Functionalism revision sheet (education)** |
| **HT** |  |  |  |
| **7** | Theory | Functionalism |  |
| **8** | Theory | Functionalism/New Right | **Theory essay (fill in the gaps), short Qs**  **Functionalism revision sheet (family)**  **Marxism revision sheet (education)** |
| **9** | Social Class | Marxism |  |
| **10** | Social Class | Marxism | **Marxism revision sheet (family)**  **10 mark analyse (Marxism and family)** |
| **11** | Social Class | Feminism | **4, 6 education Qs** |
| **12** | Social Class | Feminism/Postmodernism | **Feminism revision sheet (family)** |
| **13** | Social class - BM2 essay | Evaluation and summary. Plan essay (Functionalism) | **Essay – 30 mark (education)**  **Social class revision activities** |
| **XM** |  |  |  |
| **XM** |  |  |  |
| **14** | Gender | Functionalism essay/ Gender roles | **Functionalism essay (family)** |
| **15** | Gender | Gender roles |  |
| **16** | Gender | Gender roles | **4, 6 education Qs (education)** |
| **17** | Gender | Gender roles | **Gender roles essay planning (family)**  **Gender short Qs (education)** |
| **18** | Ethnicity | Diversity |  |
| **19** | Ethnicity | Diversity | **Diversity essay planning (family)** |
| **HT** |  |  |  |
| **20** | Ethnicity | Diversity essay (BM3)/trends | **Ethnicity essay planning (education)** |
| **21** | Policy | Trends |  |
| **22** | Policy | Trends | **4, 6, 10 Qs education** |
| **23** | Policy | Trends | **10 mark questions trends (family)**  **Policy essay (education)** |
| **24** | Research Methods | Revision |  |
| **25** | Methods | Revision |  |
| **EASTER** |  |  |  |
| **EA** |  |  |  |
| **26** | Methods | Family mock (BM4 - Part 1) | **10 mark Qs (methods)**  **Family mock** |
| **27** | Methods | Methods |  |
| **28** | Methods | Methods | **10 mark Qs (methods)** |
| **29** | Revision | Methods |  |
| **30** | Revision | Methods | **Methods in Context essays** |
| **31** | Education mock (Part 2 BM4) | Methods |  |
| **HT** |  |  |  |
| **32** | Booklet 1: Intro and role of media and crime | Crime |  |
| **33** | Crime | Crime |  |
| **34** | Crime | Crime |  |
| **35** | Crime | Crime | **Media and crime essay** |
| **36** | Crime | Crime |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A-LEVEL YEAR 2** | | |
| **Week** | **Crime and Deviance** | **Stratification and Theory and Methods** | **Assessment** |
| **Start of term/L6 Enrolment** | | | |
| **L6 Enrolment** | | | |
| 38 | **Booklet 2: Functionalist theories of crime** | (2021 – education mock for U6) | On going short Qs/essays |
| 39 | Functionalist theories of crime | Introduction to Stratification/ Booklet 1: Gender inequalities | On going short Qs/essays |
| 40 | Booklet 3: Labelling theories of crime | Gender | **Benchmark 5: unseen essay on gender inequality and/or crime essay** |
| 41 | Labelling theory | Gender | On going short Qs/essays |
| 42 | Booklet 4: Marxist theories of crime | Gender | On going short Qs/essays |
| 43 | Marxist theories of crime | Booklet 2: Class inequalities – measures of class | On going short Qs/essays |
| *Half Term* | | | |
| 44 | **Booklet 5: Realist theories of crime** | Class inequalities |  |
| 45 | Realist theories of crime | Class | Ongoing short Qs/essays |
| 46 | Realist theories of crime | Class | **Class essay (strat) or Realism essay BM6** |
| 47 | **Realism essay/Booklet 6: Measures of crime, ethnicity and gender** | Class |  |
| 48 | Measures of crime | **Booklet 3: Ethnic inequalities** |  |
| 49 | Ethnicity and crime | Ethnicity |  |
| 50 | Ethnicity and crime | Ethnicity | **Student Review 3 Available** |
| *Christmas Holiday* | | | |
| 51 | Gender and crime | **Booklet 4: Age inequalities** |  |
| 52 | Gender and crime | **Age inequalities** |  |
| 53 | **Booklet 7: Global Crime** | **Booklet 5: Disability** |  |
| 54 | Global crime | **Disability** |  |
| 55 | **Global crime** | **Booklet 6: Social mobility** | **Global crime essay** |
| 56 | **Booklet 8: Victims and punishment** | Revision/mop up |  |
| *Half Term* | | | |
| 57 | **Mock week** | **Mock week** | **Benchmark 7** |
| 58 | Victims and punishment | **Methods recap** |  |
| 59 | Theory | Sociology as a Science |  |
| 60 | Theory | Values |  |
| 61 | Theory/crime revision | Social Policy |  |
| 62 | Crime mock | MIC |  |
| *Easter Holiday* | | | |
| 63 | Revision | **Theory and methods mock** |  |
| 64 | Revision | Revision |  |
| 65 | Revision | Revision |  |
| 66 |  | | |

**Assessment**

When starting the course, it is important to know how the course is assessed. All assessed work is marked around what are known as **‘assessment objectives’** (AOs) which have been set by the exam board. You need to understand what each of these is and how many marks it carries for each type of question. If you can do this then you will know what skills to demonstrate and to what extent for each question on the exam.

|  |  |  |
| --- | --- | --- |
| **AO1** | Demonstrate knowledge and understanding of: sociological theories, concepts and evidence, sociological research methods | **46%** |
| **AO2** | Apply sociological theories, concepts, evidence and research methods to a range of issues | **31%** |
| **AO3** | Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:   * present arguments * make judgements * draw conclusions. | **23%** |

***What do these mean?***

**Knowledge and Understanding (AO1)**

**AO1 is tested in questions when you are asked to: analyse; define; evaluate; explain; outline; outline and explain**

-to know and understand the main theories, research methods, and concepts used by sociologists

-to understand the practical, ethical and theoretical issues arising in sociological research

-to be familiar with some sociologists’ studies and the findings of the respective studies

**Application (AO2)**

**A02 is tested in questions when you are asked to: Applying material from item A…;**

-to link ideas, concepts, theories, studies and methods to each other and the question

-to show how the material you select is relevant to the question

-In questions on method in context, you need to show the strengths and limitations of a specific method (e.g. participant observation) to the characteristics of a specific research issue (e.g. bullying in school)

-to use the material of an item when asked, and linking this with your own knowledge and the question

-to use relevant examples. These can be from studies, news and current events, other sociological topics and even personal experience (but be careful with this)

-to link ideas from one area in sociology to material in another area

**Analysis (A03)**

**A03 is tested in questions when you are asked to: analyse; evaluate**

-to break down an argument or explanation into the different ideas that make it up and showing how they fit together

-to compare and contrast ideas, therefore pointing out the similarities and differences

-to organise essays appropriately, with a well -focused intro, and a clear, logical chain of reasoning from paragraph to paragraph, leading to an appropriate conclusion

**Evaluation (A03)**

-to look at arguments and evidence for and against a particular view

-to examine a theory’s assumptions (e.g. Functionalism) or linking it to a particular perspective (e.g. Positivism)

-to put forward alternative views or perspectives to create a debate

-to discuss the strengths and limitations of a research method

**A-Level Mark schemes**

Mark schemes for 20 and 30 mark essays will be included in every assessment you do. The 10 mark question mark schemes are below:

|  |
| --- |
| **Applying material from Item A, analyse two …** |
| Marks Level Descriptors |
| 8-10 Answers in this band will show very good knowledge and understanding of relevant material on two ideas. There will be two developed applications of material from the item There will be appropriate analysis/evaluation of two ideas. |
| 4-7 Answers in this band will show a basic to reasonable knowledge and understanding of one or two ideas. There will be some successful application of material from the item. There will be some analysis/evaluation. |
| 1-3 Answers in this band will show limited knowledge and understanding of one or two ideas. There will be limited application of material from the item. Some material may be at a tangent to the question There will be little or no analysis |
| 0 No relevant points |

**Outline and explain two …**

|  |
| --- |
| Marks Level Descriptors |
| 8-10 Answers in this band will show very good knowledge and understanding of the question. There will be two applications of relevant material to the question There will be appropriate analysis |
| 4-7 Answers in this band will show a reasonable to good knowledge and understanding of the question. There will be one or two applications of relevant material to the question There will be some basic analysis |
| 1-3 Answers in this band will show limited knowledge and understanding of the question or the material. There will be limited focus on the question. There will be little or no analysis |
| 0 No relevant points |

**EXAM QUESTION STYLES**

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**A Level Sociology Assessment Policy and Support**

**Students: how can you help yourself?**

Sociology is a content heavy subject with the need for extended essay skills. There are a number of things that you can be doing to help yourself to do the best you can over your two years.

1. **Weekly Independent Tasks (Homework):** Homework does not necessarily need to be completed at home! You can use free periods during the day to complete these tasks outside of lessons. To keep a good work/life balance, you might like to treat College as a 0845 to 1615 day and use your free periods in the library completing tasks. 50/50 is a good way of thinking about this: 50% of the time spent on the subject will be spent in lesson but to be successful over the two years you should be matching this with the same amount of time in your own independent study of the subject. This will include making revision notes, planning practising exam questions, preparing for homework tasks and consolidating material covered in lessons.
2. **Revision Summaries:** Throughout the year, for each unit, there will be revision summaries set.
3. **Examination Practice:**Practising exam questions will be a vital part of your course. These will be assessed using exam board assessment criteria. We will start with the smaller questions and move to you writing longer ones with no notes as the topics progress. Mocks for exam papers will be held in the summer term for Lower Sixth students and January/February and April for Upper Sixth students.
4. **Textbooks:** *Sociology for AQA Volume 1,* Browne, Blundall and Law, Polity: 2015, 978-0745691305 (Year 1) *Sociology for AQA Volume 2,* Browne, Blundall and Law, Polity: 2016, 978-0745696942 (Year 2).

Other revision aids and textbooks include: AQA A Level Sociology: Book 1, Rob Webb, 2015, 978-0954007911 (in the library); AQA A Level Sociology: Book 2, Rob Webb, 978-0954007928 (in the library); Laura Pountney - My Revision Notes: AQA A Level Sociology, 978-1471882654 (in the library); Students can also find a much longer list on Godalming Online in the revision section

1. **Reading:** having a knowledge of contemporary issues is important and will help you to develop your written answers – read newspapers and your textbooks.
2. **Additional help:** We run regular workshops. You can also find revision videos for a lot of topics on Godalming online.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor (your main contact who will write your reviews and be available at parents evening) may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way.

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2020), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).** Benchmark 3 and 4 would normally carry more weight than 1 and 2 but since they have been carried out remotely under the current Covid-19 scenario, although still valid, they will be taken into consideration alongside other factors like your ‘Approach to Learning’ before and after lockdown to signal your academic potential.
2. **Approach to Learning (before 20th March 2020):** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.
3. **Approach to Learning (after 20th March 2020):** How you were engaging in your learning remotely, evidenced by the ability to meet weekly deadlines with quality work, attendance at any remote lessons (unless previously communicated to state your unavailability) and communication with your teachers via Email and/or Microsoft Teams.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an A\*-D grade (A-level) are encouraged to continue with their studies into the 2nd year. However, for students who receive a U or E Grade (A-level) as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend continuing with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**Other Considerations**

* IF YOU DO NOT UNDERSTAND SOMETHING: Waiting until the work is due to tell your teacher you did not understand it is not acceptable. You must do your homework in good time so that if there is something you are unsure of you can email or talk to your teacher before the deadline. We are always here to help, if you put the effort in first.
* LATE POLICY: if you are not prepared for the lesson you may be asked to complete this independently and you will be responsible for catching up with the work missed from the lesson. Consistently late work will lead to you being placed on an action plan.
* RETURNED WORK: Work will be assessed and returned within 10 working days of it being submitted.
* PLAGIARISM: Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College. Students should be aware that the College is subscribed to software designed to detect plagiarism.
* ABSENCES: all absences should be reported by a parent/guardian to student reception or [attendance@godalming.ac.uk](mailto:attendance@godalming.ac.uk). It is your responsibility to catch up with work from your teacher by emailing them on the day you are absent.
* EXPECTATIONS IN LESSONS: we expect you to come well prepared with the current booklet, paper, pens, a highlighter and folder to put your work in.

**Benchmark Checkpoints, Student Reviews (Reports) and Mock Exams 2021-23**

Below is an overview of all the key assessment checkpoints

|  |  |  |
| --- | --- | --- |
| **CHECKPOINT** | **DATE** | **DETAILS** |
| **Benchmark 1 Checkpoint** | Oct | **ASSESSMENT FOR FAMILY AND EDUCATION TOPICS**  1. 20 mark question for family + 10 mark formative assessment  2. 4, 6, 10 mark question for education (ongoing) |
| **Parents Evening (For All)** | Nov | **Meetings with your parents to discuss how you have settled in and transferred from GCSE to A-level learning based upon:**   1. **Approach to learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers) 2. **Performance Grade** in Benchmark 1 and from your homework tasks |
| **XMAS BREAK** |  |  |
| **Benchmark 2 Checkpoint** | Dec | **ESSAY**  30 mark for education  Ongoing short questions for both topics |
| **Student Review 1** | Jan | **A review of your progress in the first term (12-13 weeks of teaching) after a 1-2-1 with your Lead Tutor:**   1. **Performance grade (A to U)** (based on benchmark 1 and 2 but also your homework tasks) 2. **Approach to Learning** (how you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers). |
| **Parents Evening (Targeted)** | Mar | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 1 in January.** |
| **EASTER BREAK** |  |  |
| **Benchmark 3 Checkpoint** | May | **EDUCATION AND FAMILY ASSESSMENT**  20 mark essay for family without notes - family diversity (given essay title in advance)  Ongoing short questions and planning/peer marking |
| **Benchmark 4 Checkpoint** | June | **Education and Family assessment following revision**   1. 4, 6, 10 mark questions on Education 2. 10, 10, 20 mark questions for Family   [Ongoing short mark and essay questions for research methods]  (U6 2021 Education essay question) |
| **Student Review 2** | July | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (Annual Review Grade or ‘ARG’ – performance for whole year (see notes above in main doc.) 3. Predicted Grade |
| **SUMMER BREAK** |  |  |
| **Benchmark 5 Checkpoint** | Oct | **Stratification assessment**   * Unseen essay on gender and inequality   (U6 2021 Education Mock) |
| **Parents Evening (All)** | Oct | **Meetings with your parents to discuss how you have settled in to the second phase of learning:**   1. **Approach to learning** (how you have engaged since Student Review 2 including completion of summer homework and the first five weeks of teaching – deadlines met, engagement in class and communication with teacher) 2. **Performance**with reference to your draft coursework mark and to talk about the final deadline for after half-term. 3. **How to support you:**Discuss how parents can further support you and what is coming up in this year |
| **Benchmark 6 Checkpoint** | Dec | **Essay questions for Stratification and Crime (depending on split of teaching)**  Topics: realism and crime, class and stratification |
| **Student Review 3** | Dec | **A review of your progress for the academic year since last Student Review (July) after a 1-2-1 with your Lead Tutor**   1. Approach to Learning 2. Performance Grade (based upon benchmark 6 and homework tasks) compared to Predicted Grade |
| **XMAS BREAK** |  |  |
| **Benchmark 7 Checkpoint** | Mar | **Mock exams for Stratification and Crime (after February half term, depending on split of teaching)**  Stratification exam paper (1 hour), Crime exam paper (1.5 hours)  **Mock exams for theory and methods (before Easter holidays)**  Total of 1 hour (two 10 mark questions and an essay) |
| **Student Review 4** | Mar | **A review of your progress for the academic year (30-35 weeks of teaching) after a 1-2-1 with your Lead Tutor (see above)**   1. Approach to Learning 2. Performance Grade (based upon benchmark 7 Mock Exam only) compared to Predicted Grade |
| **Parents Evening (Targeted)** | Apr | **Meetings with your parents primarily where teachers may have a concern about your progress since Student Review 4.** |
| **EASTER BREAK** |  |  |

**Sociology Department**

**50:50 Help and Advice**

Key to your success whilst studying in the Department is the level of effort and work you put into your subjects outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider each week.

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**Consolidate your weekly work *(Suggested time = 1.5 hours per week)***

Go over your lesson materials and handouts from that week making sure that all activities have been finished in detail. If you have been reading articles or sources, go over these highlighting key points and adding annotations to the margins. When you have looked at a new concept or theory, produce a simple mind-map to summarise the key information ready for future revision.

**Read an Extension article/chapter *(Suggested time = 1-2 hours per week)***

Log on to Sociology Review and find an article or chapter that supports what you have been doing in class - reading lists are provided for each course to help you choose. Print out the article, create a set of sub-headings and then take detailed notes. Help with logging on to all of these websites can be found on the ILC’s page of Godalming Online under ‘Websites, Links, Subscriptions’.

**WATCH A TUTOR2U REVISION VIDEO *(Suggested time = 15 minutes per week)***

Once you have covered a topic in class, search for this on Tutor2U’s website and either watch a video or read some additional notes <https://www.tutor2u.net/sociology/videos> . Aim to ad more detail to the content you have already consolidated (in the points above)

**Watch a documentary *(Suggested time = 45 minutes per week)***

Estream has a wide selection of documentaries about a variety of social issues which support your courses or extend your understanding. You may often find yourself watching part of a documentary in class and can then also finish this off at home. Make sure that you are ‘actively’ watching e.g. create a basic spider-diagram with the issue you are investigating in the middle and then record brief notes around it.

**Revision *(Suggested time = 1 hour per week)***

It is never too early to start the process of revision, particularly if you are on a linear A-Level course. Go back to topics and lesson materials you completed earlier in the year and start to produce revision notes e.g. flashcards, mind-maps, typed notes, glossaries, key-dates timelines etc.. Starting your revision early will make it much easier when you come to revise for your end of year or final exams fully.

**Past-Question practice *(Suggested time = 1.5 hours per week)***

Use the selection of past questions from the department’s Godalming Online pages, in the Revision sections and the end of your booklets (or straight from the exam board: AQA) to practice structuring and writing exam-style answers. Once you have chosen a question revise its contents by going over your notes, prepare a detailed plan, and then write it under timed conditions. You can then bring this to one of the weekly support sessions to get feedback.

