

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	At the end of Term 1, students will have completed a range of assessed essays for the SCI and Inequalities topics. These will involve a range of question lengths (6,12 and 20 mark questions). All assessments will be heavily guided and not completed in timed conditions. Essays will be written at home or in class.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.
2	By the middle of Term 3, students will have completed the January mock exam, including three timed essay questions, in exam conditions. They will also have completed at least two assessed essays in class from the SCI and Inequalities topics. These will be less heavily guided than in previous terms. Some will be in exam conditions and some will be written for homework.	The assessment is marked by teachers and the students are given percentage scores and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills.
3	By the middle of Term 6, students will have completed at least two more timed exam style assessments on the SCI and Media topics, some timed and some at home. By this stage of the year there is less metacognitive support, and revision strategies are applied before tests. The mock exam in June fully unseen assessment on both units covering all elements, with revision guidance provided.	The assessment is marked by teachers and the students are given percentage scores and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills to address areas for improvement at a class or individual level, including targets for Year 13.
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework booklets are used to summarise knowledge – either for flipped learning before or consolidation after lessons. Essays are sometimes written for homework.	Any essay questions are marked and feedback is given in the ways outlined above. Evidence from knowledge of flipped learning tasks is evident in lessons. Homework tasks are checked for quality.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Live marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, group quizzes, class discussions, review of mark schemes, use of model answers.	Exercise books are not routinely "marked" but are checked during lessons. Students have an assessment book containing all assessed work, feedback and model answers. There is a review sheet tracking their targets and progress. These are designed to build the students own ability to reflect on their performance.

Assessment	Details	How is this assessment marked, moderated and feedback to students?
1	By the middle of Term 2, students will have completed timed exam style assessment questions for the Crime and Deviance and GDSW topics – these will be shorter 9, 10 and 20 mark questions. Initially these will be very guided in class, but later assessments will be completed at home or in class. Some will also be completed timed in exam conditions.	The assessment is marked by the teacher and students are given percentage scores, and grade boundaries applied using historic exam board data. Students are given diagnostic feedback and marking proformas are used. Actions for improvement are identified and subsequent homework and lesson activities are used to address gaps in knowledge and skills, or enhance metacognition at a whole class or individual level.
2	By the end of Term 4, students will have completed at least four more timed exam style assessments on the Crime and Deviance, GDSW and Research methods topics. This will also include an unseen timed questions from the Crime and Deviance topic. Students are usually informed of the assessments in advance, and may have some metacognitive support and writing frames in lessons for early testing that is reduced as confidence builds. For the mock examination they are given revision guidance. The mock examination will include a whole Paper 3.	The assessments are marked by teachers and the students are given percentage scores and grades. The students are given diagnostic feedback on their work and a proforma identifying their strengths and weaknesses. Work is moderated in staff meetings by members of the department. Students identify targets for improvement and subsequent tasks in lessons (and homework) are used to develop metacognition and skills to address areas for improvement at a class or individual level. Specific revision programmes are developed for students going at this point, adapting curriculum content to address areas of concern. Further mock examinations will occur on Paper One and Paper Two.
Homework	How is homework used to support learning?	How is homework marked and feedback to students
	Homework booklets are used to summarise knowledge – either for flipped learning before or consolidation after lessons. Essays are sometimes written for homework.	Any essay questions are marked and feedback is given in the ways outlined above. Evidence from knowledge of flipped learning tasks is evident in lessons. Homework tasks are checked for quality.
In class and in books	What strategies are used to deliver effective feedback and assessment to students during lessons?	What marking and feedback would we expect to see in an exercise book or folder in this subject?
	Live marking, metacognitive discussion, targeted questioning, peer assessment, self assessment, group quizzes, class discussions, review of mark schemes, use of model answers.	Exercise books are not routinely "marked" but are checked during lessons. Students have an assessment book containing all assessed work, feedback and model answers. There is a review sheet tracking their targets and progress. These are designed to build the students own ability to reflect on their performance.