

Sociology Centre Assessed Grades statement

Process for calculating these:

We used a combination of quantitative data and qualitative data to determine the calculated grade and then the ranking of students within these grades.

Quantitative data

- Average GCSE point score
- L6 UCAS predictor exam
- U6 January mock exam
- Average markbook grade (these were weighed more highly for timed assessments and exam style questions completed)
- Additional full mock exams for those of who completed these in March.

Qualitative data

Student responses to interventions put into place following the January mock exams (did they improve significantly, a little or show no difference), students attendance, attitude and commitment to learning both within lessons and in independent learning (commitment to producing practice essays, responding to feedback from teachers).

The department is committed to treating all students fairly and equally and we looked at the data from an unbiased perspective on what we think the students would have achieved.

The calculated grades and ranking were completed following careful discussions about each individual student from both sociology teachers professional knowledge and judgement and further input from Miss Rahim (HOD Sociology currently on maternity leave).

We tested the robustness of these grades against ALPS data for the previous three years, specifically with comparisons to last years cohort. The results came as very similar to last year's results for sociology.

In discussion with the Head of Faculty our grades were challenged and checked for robustness and fairness again.

We are aware that the trajectory of the sociology results over the last year is reasonably steep and I was concerned that if I took an 'average' of the three years this would not be a fair reflection of what we thought our students would achieve. We felt that students this year were on a similar trajectory to students in 2018-2019 – based on the quantitative and qualitative data we analysed. This is particularly important given the trajectory is also linked to the new linear specification introduced three years ago and our belief that we, as teachers, have got better at delivering the new linear specification, particularly in introducing interventions to support students through a two year programme, so our results have improved.