

## **MORE ABLE LEARNERS POLICY**

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Review by Learning Committee:

Adopted by Governing Body:

Next Full Review Due:

Reviewer:

G Carrington

Governor Link:

Chair of Learning Committee

# **MORE ABLE LEARNERS POLICY**

## **East Barnet School, Chestnut Grove, East Barnet, EN4 8PU**

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This policy outlines our school's approach to more-able learners (including the highly able, who may require additional provision), their identification, management, opportunities and success criteria.

### **A. Definitions**

More Able Learners (MALs) are identified as having the potential to achieve significantly beyond what is expected of their same-age peers. Students can be identified as MALs in individual subjects or added to our register of Highly Able Learners (HALs) for those fulfilling the criteria set out in Appendix 1. HALs demonstrate above expected levels of attainment in core subject areas and have the skillset and mindset to achieve significantly above expectation in all subjects studied.

East Barnet School recognises that our MALs and HALs could be tomorrow's social, intellectual, economic, business, sporting or cultural leaders. Our school aims to provide the best possible education to meet the individual needs of all students and to help them develop to their full potential. Education for our More Able Learners is understood to be an equal opportunities issue.

### **B. Principles**

We believe that:

- Meeting the educational needs of MALs and HALs is about building on good general school provision, not about providing something entirely different.
- All students have a right to be stretched and challenged. This includes those who are more able in certain subjects or have a wider potential for outstanding educational achievement. HALs may require additional provision, both in lessons and beyond, to achieve success in line with their potential.
- We recognise that strategies used for raising standards for MALs will help raise standards for all.

## C. Requirements

The responsibilities of different stakeholders are outlined in Appendix I.

In the implementation of the school policy, we will:

1. Ensure MALs and HALs are identified and that this information is communicated to all relevant members of staff.
2. Ensure that the MAL and HAL registers are reviewed and updated on a regular basis.
3. Ensure that faculties monitor the progress of MALs individually and as a group within their area using subject specific criteria (see Appendix II), with a focus on MALs at risk of under achievement.
4. Centrally monitor the progress of specific groups of MALs and HALs for example EAL, FSM and those whose parents have no higher education background.
5. Evaluate the attainment and achievement of MALs in order to inform future provision.
6. Make parents and students aware of the opportunities available to MALs.
7. Work with external agencies: other schools, universities, specialist organisations, to improve provision and for staff professional development.
8. Inform parents with children identified as a MAL in a subject area or a HAL and make them aware of opportunities available.
9. Ensure that teachers plan and deliver lessons of sufficient challenge to meet the needs of all students including MALs.
10. Provide enrichment opportunities which inspire and motivate all students including those who have been identified as More Able or Highly Able.

### 1. Identification:

Students are identified as More Able in individual subject areas by teachers and departments using subject specific criteria set out in Appendix 2.

Students are identified as Highly Able by fulfilling the criteria set out below, both quantitative and qualitative:

- Feeder school recommendation;
- Standardised, national test and assessment scores/levels:

Year 7 - KS2 Mean SATS score of 109+

Year 7 - MEAN CAT score of 117+;

KS3 - Assessment of H1 or above in English, Maths and Science (all three subjects);

- Identified as MA in three of more subjects.

KS4 - GCSE report grade 7 or above in English Language, Maths and Science (all three subjects);

- Identified as MA in three of more subjects.

KS5 - GCSE average point score of 58 or more; including grade 7+ in English Language, Maths and Science.

KS5 – A Level report grades AAB of above in subjects being studied

Students will also be considered to be listed as a More Able Learner following parental/peer/community recommendation. The above criteria will be reduced appropriately to identify MALs and HALs from disadvantaged backgrounds who have the potential to achieve significantly above same aged peers also identified as disadvantaged.

Identification processes are ongoing to allow entry to the cohort at any point. A review of the register takes place annually. A register of MALs and HALs is available to staff.

### 2. Provision:

In addition to their full entitlement to the National Curriculum, MALs and HALs will be given access to curriculum extension and enrichment within and outside the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, learning process and outcome. MALs and HALs will normally work within their peer cohort, but specific opportunities will be provided for them to work with their intellectual peers to allow extra challenge to take place.

Extra-curricular provision for MALs and HALs is offered through outreach activities such as master classes, summer schools, challenge days and University outreach programmes, provided in-house and by local, regional and national educational authorities.

### **3. Co-ordination**

The leader of provision for more-able students will ensure that:

- a. Effective methods are used to identify the most able students at all levels of the school;
- b. The school's register of our MALs and HALs is kept up-to-date;
- c. All teachers have access to the register and are encouraged to use it as a resource for effective lesson planning;
- d. The relevant students on the register and their parents are informed about their presence on the register and kept informed of all the opportunities available to them to extend and enrich their learning;
- e. Underachieving students who are on the register are identified and a suitable action plan is drawn up to motivate and support them to raise their achievement;
- f. The extra-curricular activities provided for the MALs and HALs are sufficiently varied to cover the full range of interests, and of high quality;
- g. A record is kept of all activities organised each year;
- h. An evaluation of the extra-curricular activities is made each year to inform planning for the following year;
- i. All events are publicised appropriately amongst all EBS stakeholders, local primary schools, etc;
- j. Contributions are made to EBS News, the school website and other appropriate media forms to celebrate the achievements and educational experiences of our most able students;
- k. Organise a programme of workshops for More Able Primary school children which inspires and motivates them, and also spreads the good name of East Barnet School;
- l. Organise lectures or presentations from eminent outside speakers;
- m. Use the allocated budget effectively to ensure best value for the school.

### **4. Responsibilities**

The role of SLT is to:

- a. Appoint a member of staff to lead the provision for more able students;
- b. Oversee a system for efficient collecting and disseminating all information on MALs and HALs;
- c. Monitor and evaluate the development of the policy in each curriculum area to ensure that more able students are identified, catered for and tracked;
- d. Review the implementation of the policy annually;
- e. Ensure appropriate staff development is provided for teaching and support staff to raise awareness and develop skills in identifying, developing teaching and learning;
- f. Ensure that the school curriculum offered is broad and challenging and meets the needs of all our students;
- g. Ensure adequate finances are allocated in the annual budget to allow provision of suitable resources for MALs and HALs.

The Role of Head of Faculty/Head of Department is to:

- a. Review the departmental policy for 'Inclusion' in department handbooks;
- b. Establish a standardised system and criteria for identifying MALs in the subject area;
- c. Ensure monitoring of MALs is carried out by staff;
- d. Ensure that department schemes of work and lesson plans show differentiation for the varying levels of ability within the class and promote a variety of teaching and learning strategies, which challenge and inspire gifted & talented students;
- e. Arrange Continuing Professional Development opportunities and set aside regular departmental time to discuss new ideas, share materials, develop teaching strategies (e.g. peer observation) and extension activities and make links with other curriculum areas and outside agencies in order to build up expertise in More Able education;
- f. Make provision for extra-curricular and enrichment opportunities for MALs;
- g. Review the More Able lists for their subject annually;

The Role of the Classroom Teacher is to:

- a. Recognise that strategies used for raising standards for the MALs and HALs will help raise standards for all;
- b. Give students opportunities to extend themselves for example by promoting problem-solving, open-ended and investigative activities within the classroom;
- c. Recognise that more is not necessarily better. (MALs and HALs will respond to challenging/higher level work rather than more work);
- d. Ensure that class and homework activities are differentiated to meet the needs of all students including the more able;
- e. Where possible, manipulate working groups within the classroom and tutor group, to ensure that the needs of MALs and HALs are met;
- f. Be familiar with the agreed identification criteria for their subject and use these to inform planning.

The Role of the Head of Year/Tutors is to:

- a. Identify and provide support for MALs and HALs who may be causing difficulties in the classroom or appear to be under achieving;
- b. Support and encourage students who are more able to celebrate their abilities and skills;
- c. Be a point of contact for the parents of the more able student in conjunction with the Assistant Head responsible for the provision for more able students;
- d. Encourage MALs and HALs to develop their leadership and group working skills for the benefit of the whole school community.

The Role of Governors is to:

- a. Appoint a Link AEN Governor, whose remit will include the More Able;
- b. Monitor the implementation of the More Able Learners policy;

- c. Nominate themselves in cases where Governors may have skills and abilities that could be used within the classroom or to help with University interviews, careers advice or links with industry;
- d. Evaluate the impact of the policy with the Assistant Headteacher responsible for More Able Learners;
- e. Review the More Able Learners policy in line with other policy reviews.

## **5. Training**

All teachers are responsible for maintaining within their remit, the level of knowledge, skills and understanding at an appropriate level of expertise and scholarship to teach the most able students. East Barnet School will make adequate provision for teachers to meet their responsibility in this regard.

Heads of Faculty are responsible for ensuring that teaching strategies for MALs and HALs are incorporated into schemes of work and lesson plans.

## **6. Monitoring, assessment and evaluation**

The effectiveness of the school's provision for its MALs and HALs will be monitored by the Assistant Headteacher responsible for the provision for MALs. This will happen by:

- a. Outcome in terms of value- added by academic results at GCSE and A Level e.g. monitoring the number of MALs students meeting their target grades;
- b. Motivation to ensure that students achieve as well as they can both in lessons and in extra-curricular activities e.g. through lesson observation, attendance of clubs;
- c. Student satisfaction as informed by student interviews and questionnaires (student voice);
- d. Parental satisfaction as informed by questionnaires and follow up feedback (parent voice).

### Art

**A student must attain a majority of these Criteria to be identified as More Able in Art.**

- ◆ High level of confidence, evident in the artwork produced
- ◆ Problem solving; shows initiative and resourcefulness
- ◆ Originality of ideas, innovative and creative ideas
- ◆ Versatility in handling new concepts, processes and materials
- ◆ Ability to convey through sophisticated visual images an interpretation of the world she inhabits
- ◆ Interpretation and communication of innate personal experience
- ◆ Proactive in research of artists and organising gallery visits
- ◆ Prolific output of quality work
- ◆ Very independent – rarely feels the need to seek advice
- ◆ High quality drawing skills are identified at the start of year 7

### Business Studies

**Students who are More Able in Business Studies will be able to:**

- ◆ Display particular awareness and understanding of current affairs and business issues.
- ◆ Read broadly beyond the confines of the specification.
- ◆ Make reasoned judgments and reach well-supported conclusions.
- ◆ Evaluate arguments effectively.
- ◆ Use data (written, numerical and graphical) effectively to draw conclusions.
- ◆ Work independently with limited intervention and guidance.
- ◆ Conceptualise what is happening with the business world and link accurately with taught theory and concepts.
- ◆ Demonstrate excellent and clear analytical and reasoning skills.
- ◆ Make sensible and applicable judgements.
- ◆ Demonstrate the skills and abilities above through clearly written work and through lucid and concise discussion.



## **Design and Technology**

**A student must attain a majority of these Criteria to be identified as More Able in Design and Technology.**

- ◆ Ability to draw upon and use information and knowledge from other curriculum areas and own experience to advance their thinking.
- ◆ Sensitive to aesthetic, social and cultural issues when designing and evaluating and demonstrate different ways of working or different approaches to issues.
- ◆ Analyse and evaluates products rigorously.
- ◆ Demonstrate high levels of technological understanding and uses materials and processes in creative, practical and inventive ways
- ◆ Display high-quality making and precise practical skills and, can persevere until they have completed a task successfully, with little or no intervention from the teacher
- ◆ Have the ability to interpret 2D information and visualise it in 3D.
- ◆ Have flashes of inspiration and highly original or innovative ideas.
- ◆ Initiate extension opportunities.
- ◆ Plan an effective sequence of operations that considers alternative was of progressing and leads to a successful outcome.
- ◆ Does not need to follow a rigid design-and-make process.
- ◆ Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.
- ◆ Perform at an unusually advanced national curriculum level for their age group.
- ◆ Respond to and pose questions showing wider understanding.
- ◆ Work independently and collaboratively, leading delegating or following.
- ◆ Work independently, exceeding all expectations.

## **Drama**

**A student would embody and demonstrate a selection of complementary skills from the following criteria to be identified as More Able in drama.**

- ◆ Perceptive of other people and situations, open to new ideas and the viewpoints of others.
- ◆ Shows Leadership skills when working with others.
- ◆ High level of concentration, self-discipline.
- ◆ Growth mindset and strives to improve and develop.
- ◆ Has original creative thought, makes mistakes and learns from them.
- ◆ Highly supportive and encouraging of others and their ideas.
- ◆ Is confident in performance.
- ◆ Strong vocal and physical skills.
- ◆ High levels of discernment when devising.
- ◆ Strong analytical skills in both practical and written elements.
- ◆ An instinctive and immersive response to text and stimulus material.
- ◆ A deep theoretical understanding of theatre makers relevant to their key stage.

## Economics

- ◆ Display awareness and understanding of current Economic affairs and related Micro- and Macroeconomic impacts.
- ◆ Read broadly beyond the confines of the specification to enable an enhanced understanding of the subject content.
- ◆ Be able to use real examples to support economic arguments.
- ◆ Understand the importance of independent learning and strive to accomplish being an independent learner
- ◆ Be able to create logical, flowing arguments related to case study material
- ◆ Can think critically and make judgements based on identifying contextualised strengths and weaknesses within a topic area.
- ◆ Can ask relevant and insightful questions in class.

## English

**We are aware that students may have very different skills and can still be very able. However, a student must attain the majority of the following criteria to be identified as More Able in English.**

- ◆ Reads widely and independently.
- ◆ Independently creative in poetry or prose.
- ◆ Shows a perceptive critical faculty which enables the student to make connections and judgments within and beyond texts, recognises ambiguity.
- ◆ Uses an unusually wide vocabulary, often accurately, sometimes experimentally.
- ◆ Can express ideas succinctly, sometimes elegantly, but also capable of clarifying ideas in detail.
- ◆ Expresses a wide range of ideas or feelings, perhaps in unorthodox ways.
- ◆ Asks questions to challenge and develop thought.
- ◆ Creative in debate.
- ◆ Freshness and originality of ideas.
- ◆ Original selection of materials.
- ◆ May be provocative and challenging.
- ◆ Enthusiasm for the subject.

## Geography

**A student must attain a majority of these Criteria to be identified as More Able in Geography.**

- ◆ Understands complex concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions.
- ◆ Communicates effectively using either or both the written and spoken word.
- ◆ Reasons, argues and thinks logically, showing an ability to manipulate abstract ideas and recognise patterns and sequences.
- ◆ Innovative and confident use of graphs, charts, maps, diagrams and other visual methods to present information.
- ◆ Is confident and contributes effectively when taking part in less formal teaching situations.

- ◆ Appreciates and understands others' views, attitudes and feelings.
- ◆ Is creative and original in thinking, frequently going beyond the obvious solution to a problem.
- ◆ Is able to transfer knowledge from one subject to another.
- ◆ Identify links and interactions between the different areas of Geography.
- ◆ Spatial awareness
- ◆ Understanding and application of sustainability in all areas of geography.
- ◆ Confident in the collection and handling of primary and secondary data.
- ◆ Can identify spatial patterns using GIS.
- ◆ Has a wide ranging curiosity about geographical issues.
- ◆ Links their learning to topical geographical issues and geography in the news.

### **Health and Social Care**

- ◆ Demonstrate excellent and clear analytical and reasoning skills.
- ◆ Make sensible and applicable judgements.
- ◆ Extends themselves, for example by promoting problem-solving, open-ended and investigative activities within the classroom.
- ◆ Can respond to challenging/higher level work rather than more work
- ◆ Apply knowledge of approaches and perspectives to real world issues
- ◆ Evidence of deep interest displaying curiosity beyond the classroom
- ◆ Is a creative thinker and team player.
- ◆ Has an aptitude for further learning both within the HSC sector and more widely

### **History**

**Students who are More Able in History will demonstrate the following characteristics:**

- ◆ Produce sophisticated and complex argument.
- ◆ Ask questions which challenge accepted views.
- ◆ Critical and analytical thinking.
- ◆ Ability to transcend the confines of the work, e.g. transferring skills and knowledge from other subjects.
- ◆ Selection and use of specific evidence to support analysis.
- ◆ Produce written work which has clarity, style, creativity and flair.
- ◆ Ask questions, express opinions which challenge accustomed views.
- ◆ Seek to identify patterns in what is studied.
- ◆ Develop with ease a chronological framework with which to place existing and new knowledge.

### **Information technology/Computing**

**A student who is More Able in Information technology/ computing will demonstrate the following characteristics:**

- ◆ Can initiate and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests.

- ◆ Tends to discover new (software) features without being asked to do so.
- ◆ When needing help or support can effectively use on-line resources to solve problems and can explain the solution to others – usually including the teacher.
- ◆ Seems to realise the limitations of computers and systems.
- ◆ Spends extra time using a computer just to see what new skills they can learn.
- ◆ Seen to share new knowledge and expertise with others.
- ◆ Can transfer and apply ICT skills and techniques confidently in new contexts.

## **Mathematics**

**More Able Learners are identified by their subject teachers after displaying a substantial number of the characteristics listed below:**

- ◆ High attainment on assessment tests for example; CAT, KS2, KS3, GCSE and term tests.
- ◆ Regularly complete top set classwork and successfully rise to the challenge of extension work set.
- ◆ Develop their own (non standard) methods for solving problems, and are able to justify them.
- ◆ Quickly see implications of concepts (maybe ahead of teacher).
- ◆ Exceptional curiosity, extending and questioning ideas.
- ◆ Interpret questions with minimum guidance from the teacher.
- ◆ Display good independent thinking and learning skills.

## **Modern Languages**

**More Able Learners in Modern Languages display the characteristics listed below:**

- ◆ Ease of use of spoken language
- ◆ Speed of assimilation of new grammatical structure, ability to perceive patterns quickly
- ◆ Ability to manipulate recently-learned structures
- ◆ Ability to transfer skills when adapting language to new situations
- ◆ Quick mastery and recall of information and vocabulary
- ◆ Ability to cross-reference and transfer language and skills
- ◆ Thinks quickly and able to recognise familiar language in an unfamiliar context
- ◆ Ability to use verbal and non-verbal clue in order to understand challenging, reading and listening material
- ◆ Ability to ask questions about exceptions to the rule or more complex grammatical queries which have not been addressed in class
- ◆ Uses independent study skills to investigate areas of linguistic and cultural interest.
- ◆ Ability to spot patterns quickly (verbs, grammatical patterns) and have perceptive approaches to grammar that will notice structures not yet covered and possibly works out the construction on their own.
- ◆ Understand that different languages have different structures and rules. They enjoy comparing and contrasting the new rules they learn with those of their native language.
- ◆ Use appropriate language in different contexts and make links with other topic areas. They can easily elaborate upon what has been asked.
- ◆ Have 'a good ear'; show aural ability, especially in the ability to grasp the gist of spoken language without having to know every word.
- ◆ Work hard to achieve their potential. They are engaged.
- ◆ Drive pleasure from being accurate and precise in their use of language.
- ◆ Perceive MFL to be intellectually challenging and rewarding.
- ◆ Enjoy the new expressive possibilities a different language provides.
- ◆ Have the ability to review their mistakes (especially in written work) and learn from these.
- ◆ Have the motivation to work consistently hard in all areas (E.g. when learning vocabulary, completing written work etc).

## **Music**

**Students who are More Able in music demonstrate a variety of musical criteria which are listed below:**

- ◆ An instinctive rhythmic perception.
- ◆ Ability to learn and enjoy playing a particular instrument (including voice).
- ◆ Exceptional and sustained inner motivation for performing and/or composing music, both inside and outside of the classroom.
- ◆ An expressive personality demonstrated by a natural tendency to shape a musical phrase sensitively and to explore possible interpretations. The ability to communicate and respond with sensitivity and confidence when playing with others.
- ◆ The ability to discriminate between musical styles and to perform with awareness of different styles of music.
- ◆ The ability to generate musical material (either melodic or harmonic) through improvisation and/or formal compositional processes.
- ◆ The ability to demonstrate musical leadership within and outside of lessons.
- ◆ Be able to perform for a sustained amount of time.
- ◆ Comfortable playing in front of others.

## **Music Technology**

**In music technology, students who are More Able demonstrate the following criteria:**

- ◆ Detailed listening skills and the ability to listen critically and analytically to music and the recording techniques used.
- ◆ Sensitive awareness of expression and interpretation and ability to express this through the use of music technology.
- ◆ An accurate sense of rhythm and pitch.
- ◆ A desire to explore sound and use new techniques in creative and musical ways.
- ◆ Broad knowledge of popular music styles.
- ◆ Secure music theory skills.

## **Physical education**

**Students who are More Able in physical education demonstrate a variety of criteria which are listed below:**

- ◆ Excellent in one or more activities.
- ◆ High level of relevant components of fitness
- ◆ Able to grasp new skills/concepts quickly with a high level of success.
- ◆ Able to transfer skills from one activity to another.
- ◆ High levels of sustained concentration, in respect to their sport.
- ◆ Solves problems and shows original thoughts when faced with new situations; quick decision making (perceptual ability).
- ◆ Understands and applies advanced tactics and strategies.
- ◆ Uses a high level of appropriate compositional ideas (gym/dance).
- ◆ Very good observational / analytical skills, during or after a performance.

- ◆ Demonstrates an exceptional level of theoretical knowledge and understanding, relevant to their key stage.

## **Politics**

**A student who is More Able in Politics will demonstrate the following characteristics:**

- ◆ Links concepts and events with relative ease.
- ◆ Is able to select information appropriately according to its relevance and importance and recognise the relevance of sources and/or bias.
- ◆ Grasps new ideas quickly and looks for opportunities to extend knowledge and understanding.
- ◆ Has highly developed 'critical thinking' skills, e.g. can identify weaknesses in complex arguments.
- ◆ Contributes to discussion and has the confidence to defend his/her point of view and disagree with others.
- ◆ Can respond to political debate by writing a highly coherent account of the competing arguments and context.

## **Psychology**

**Students are identified as More Able in Psychology if they demonstrate the following characteristics:**

- ◆ Use independent learning and minimal teacher input to creative thinking.
- ◆ Can discuss debate and elaborate their points in a coherent manner.
- ◆ Can construct a logical argument.
- ◆ Can ask insightful, thought provoking questions.
- ◆ Openness to contrasting news/opinions/theories/approaches
- ◆ Open to persuasion from logical arguments.
- ◆ Apply knowledge and context of theory and research appropriately to illustrate points with impressive examples.
- ◆ Apply knowledge of approaches and perspectives to real world issues.
- ◆ Demonstrate a deep understanding of the practicalities of psychological investigations, being able to creatively put science into practice.

## **Religious Education**

**Students are identified as More Able in Religious education if they demonstrate the following characteristics:**

- ◆ Uninhibited in debate and spirited in disagreement.
- ◆ Identifies assumptions and fallacies in logic.
- ◆ Can combine knowledge of the parts into a coherent understanding of the whole picture.
- ◆ Has a philosophical approach whereby the student has a questioning mind and is able to grasp ultimate questions.
- ◆ Use own knowledge and apply it to new situations, to broaden their understanding of religious practise.
- ◆ Critically evaluates outcomes having identified perspectives/beliefs and practices.
- ◆ Able to think in the abstract and make conceptual links.

- ◆ Recognises bias and reliability by contextualising interpretations of religion with reference to historical, cultural, social and philosophical ideas.
- ◆ They express insights into their own and others views on questions of identity and belonging, meaning, purpose and truth.
- ◆ Express and analyse the challenges of belonging to a religion.
- ◆ Analyse in depth a wide range of perspectives on question of identity, belonging, meaning, purpose, truth values and commitments.
- ◆ Give independent, well informed reasoned insights into their own and others perspectives in religion and spiritual issues, thus providing well balanced conclusions.
- ◆ Synthesise effectively their acts of varied forms of religious, spiritual and moral expression.



## **Science**

**Students are identified as More Able in science if they demonstrate the following characteristics:**

- ◆ Lateral thinker – novel questions / interpretations.
- ◆ Makes intuitive jumps in different situations.
- ◆ Has the ability to work with the subject through extensive use of mathematics.
- ◆ Rapidly absorbs new concepts.
- ◆ Easily sees relationships between variables.
- ◆ Good at extrapolating/applying to previously unseen situations.
- ◆ Readily sees links between new material and prior knowledge.

Students consistently work at the extending criteria in the science learning ladder / at GCSE (8, 9) and A level (A / A\*). Test scores will reflect this, along with their day to day performance.

## **Sociology**

**Students are identified as More Able in sociology if they demonstrate the following characteristics:**

- ◆ Can work independently with limited intervention and guidance.
- ◆ Displays higher order thinking skills. In particular, the ability to recognise conflicting viewpoints.
- ◆ Can think critically and to develop complex arguments with supporting evidence.
- ◆ Can write highly coherently.
- ◆ Can analyse and evaluate a sociological debate.
- ◆ Displays awareness of links between sociological themes, topics across the course and a variety of contemporary discourses.
- ◆ Evidence of deep interest displaying curiosity beyond the classroom.