

SUMMER 2023

RELIGIOUS STUDIES & PHILOSOPHY



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Code	Title	Page
A-LEVEL		
8989	OCR A-Level Religious Studies: Aiming for Grades A/A*	3
8988	AQA A-Level Religious Studies: Preparing Students for Examination	4
8991	Teaching OCR A-Level Religious Studies For The First Time	5
8992	AQA A-level Philosophy: Achieving A/A*	6
8993	Teaching AQA A-level Philosophy For The First Time	7
	Biographies	8

OCR A-LEVEL RELIGIOUS STUDIES: AIMING FOR GRADES A/A*

CODE **8989**

ABOUT THIS COURSE

This course is designed for all OCR A-Level Religious Studies teachers who are looking to maximise A/A* grades for their highest performing/achieving students.

The course will be predominantly practically focused, concentrating on a range of successfully implemented strategies to access the top grades.

Using feedback from the most recent exams, the first two years of examinations on the new specifications, the course will outline what is expected of high ability students and explore ways to develop the curriculum and build your teaching practice around this.

PROGRAMME

TIME

Grades A & A*: Lessons from the most recent exams?

10.00 – 10.45am

- Structure of the specification for OCR A-Level Religious Studies – what does it require of the best students?
- Feedback and grading analysis from the most recent papers – what is required for A/A*?
- Analysis of mark schemes – helping students understand the demands of Level 5 and 6
- Avoiding potential hazards: what can cost a top student their A grade?
- CAGs and TAGs – how has the landscape changed in the non-exam years?
- What does ‘an extensive range of scholarly views’ look like in practice?

Discussion: coffee break

10.45 – 11.00am

The Big Picture: Planning, Delivery and Routines for A/A* students

11.00 – 12.05pm

- How to balance the focus on knowledge and skills in delivery
- How to use Induction to set the temperature and raise aspirations
- Key attributes of Grade A/A* students in the classroom
- Use of primary texts to develop the precision and nuance needed for Level 6 writing
- How to encourage regular and useful independent learning outside the classroom
- Developing Metacognition and enabling gradual release of responsibility to students

Focusing of Philosophy of Religion: key challenges for Grade A/A* students on the Nature of God topic

12.05 – 1.00pm

- Analyse examples of high grade answers to past questions
- Active strategies to bring a potentially abstract topic to life.
- Using primary text extracts such as Aquinas and Boethius to add detail and depth
- How to ensure that essay planning focuses on evaluation and avoids being descriptive
- Retrieval Tasks for the topic
- Maximising opportunities for synopticity

Lunch and informal discussion

1.00 – 2.00pm

Teaching Business Ethics: stretching and challenging able students and allowing them to shine

2.00 – 3.00pm

- Understand why students, even the more able, struggle on applied ethics topics
- Review examples of high grade scripts on this topic
- Showing depth of understanding of both the theories and the issues in the same answer
- Ensuring that students both apply and assess the normative theories
- Retrieval Tasks for the topic
- Maximising opportunities for synopticity
- Practical examples of effective best practice to be shared and teaching resources to be disseminated

The Sprint Finish: Revision and exam techniques for the highest grades

3.00 – 3.40pm

- Practical strategies for the revision period in the classroom
- Independent revision methods to help students produce high grade essays
- 40 mark essays: what does a grade A/A* candidate need to do?
- Model essays: the pros and cons of pre-planning
- Teacher feedback: what do the most able need from us in the final few weeks?

LOCATION/DATE

London

Wednesday 21 June 2023

Wednesday 29 November 2023

COURSE LEADER

Chris Eyre has 25 years' experience as a teacher of Religious Studies in secondary and sixth form college settings. Alongside this, he has held a number of senior examining roles and is currently Principal Examiner for the Ethics paper. He has also written a number of textbooks and revision guides to support A-Level Religious Studies as well as a book on teacher wellbeing 'the Elephant in the Staffroom'. Chris delivers training, hosts events and provides resources via his website

www.chriseyreteaching.com

He is still a practicing teacher working part time at a sixth form college.

WHO SHOULD ATTEND?

- Heads of Religious Studies Departments
- Teachers of A-Level Religious Studies

BENEFITS OF ATTENDING

- Expert practical advice on preparing students for the highest possible grades
- Focus on practical teaching strategies which stretch and challenge the highest-performing students
- Specific focus on how to meet the demands of the examination at A/A* grades
- Scrutinise exam responses in detail, including those that attracted full marks
- Support material can be provided which centres can tailor to their own needs
- A chance to meet and discuss ideas with like-minded individuals!

AQA A-LEVEL RELIGIOUS STUDIES: PREPARING STUDENTS FOR EXAMINATION

CODE **8988**

ABOUT THIS COURSE

The course is designed for teachers to develop their confidence in teaching exam skills needed to succeed in the 2022 exams. This course will look at a range of question types in both Components with opportunities to examine and avoid pitfalls for students.

Focus will be on responses on Philosophy & Ethics, and Religion & Dialogues questions with emphasis on maximising marks in the examination. The course will also address the challenges and suggest practical strategies to improve student performance across all ability ranges.

PROGRAMME

Ways to prepare students for examinations in Religious Studies

10.00 – 11.00am

- Overview of good practice in preparation for any exam series
- Key messages from the most recent exam series
- Focus on assessment demands at A and A*

Discussion: coffee break

11.00 – 11.20am

Achieving in the Philosophy, Ethics, and Religion Questions

11.20 – 12.30pm

- Focus on common errors to avoid, including getting the balance right between breadth and depth in answers
- Develop ideas and express and justify points effectively
- Strategies to offer predominantly relevant, detailed information with good critical analysis
- How to maximise student outcomes across the 3-hour examination
- Develop the use of scriptural or doctrinal evidence for Religion answers
- Revision strategies for the range of student ability, including making the jump to A and A*

Lunch and informal discussion

12.30 – 1.30pm

Achieving in the Dialogues Questions

1.30 – 2.45pm

- Focus on common errors to avoid, including getting the balance right between demands in questions to maximise student marks
- Develop strategies for students to link content synoptically
- How to best structure Dialogues answers to move up the mark scheme
- Further strategies to balance knowledge, critical analysis, and evaluation
- Relevant strategies for student success in Dialogue answers when writing under pressure
- Top tips for the effective use of scholarship in Dialogues answers
- Revision strategies for the range of student ability, including making the jump to A and A*

Discussion: afternoon tea

2.45 – 2.55pm

Extending Able students beyond the curriculum

2.55 – 3.40pm

- Planning with and designing support for students aiming for top grades
- Practising exam technique for the most able
- Extra-curricular ideas that help get the A and A* grades
- Looking to university success – strategies to maximise entry into Oxbridge and beyond

LOCATION/DATE

London

Wednesday 18 October 2023

COURSE LEADER

Chris Eyre has 25 years' experience as a teacher of Religious Studies in secondary and sixth form college settings. Alongside this, he has held a number of senior examining roles and is currently Principal Examiner for the Ethics paper. He has also written a number of textbooks and revision guides to support A-Level Religious Studies as well as a book on teacher wellbeing 'the Elephant in the Staffroom'. Chris delivers training, hosts events and provides resources via his website www.chriseyreteaching.com. He is still a practicing teacher working part time at a sixth form college.

WHO SHOULD ATTEND?

- All teachers of AQA A-Level Religious Studies seeking to raise attainment
- Heads of Department in Religious Studies

BENEFITS OF ATTENDING

- Analyse the most recent essay questions
- Understand where students go wrong in their essays in the heat of the exam, and put them right
- Take away new and creative ideas for teaching Philosophy, Ethics, Religion, and Dialogues.
- Provide teachers with the material, skills and confidence to teach effectively to all ability ranges, and best prepare their students for the 2022 examinations.
- Take away a range of activities and resources that you can implement in your teaching immediately.
- Increase confidence with exam preparation and ensuring all the specification is covered and revisited.

TEACHING OCR A-LEVEL RELIGIOUS STUDIES FOR THE FIRST TIME

CODE **8991**

ABOUT THIS COURSE

This course is intended to provide teachers who are about to start or in their first couple of years teaching OCR A-Level Religious Studies, with all they need to teach their course effectively and well. It will equip delegates with the knowledge and skills needed to become a confident, successful A-Level Philosophy teacher, ideologies and analysis of contemporary politics, both in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

This course brings a wealth of both examiner and practitioner experience to provide teachers with tips on how to overcome issues in the classroom and to guide students to optimise their examination performance.

The course will reflect current challenges and any modifications to the exam system.

PROGRAMME

Overview of OCR A-Level RS: Planning and Structuring the 2 year course 11.00 – 11.15am

- Overview of the specification and potential challenges in delivery.
- Planning a 2 year course – sequencing considerations and guided learning hours.
- Producing a scheme of work which develops knowledge and skills.
- Curriculum Issues – what's the intent, how to implement, how can we build in points to measure impact
- Developing Metacognition and allowing gradual release of responsibility
- Developing a culture of independent learning: the role of induction and expectations
- Recognising which areas will be the most challenging for you and how to address these

Discussion: coffee break 11.15 – 11.30am

The Exams – what is expected? 11.30 – 12.30pm

- Understanding the structure of exams and how the levels of response are interpreted.
- Marking exercises using past exam answers to understand the process and standard: ensuring you 'mark like an examiner'
- Focus on essay structure in exams, how to pick up marks, and what top grade responses look like
- Ensuring a skills focus whilst teaching the RS content; how to do assessment when you're short of time
- Review and analyse example answers that demonstrate how students can meet the highest levels
- Giving effective feedback and ensuring students act on it

Lunch and informal discussion 12.30 – 1.30pm

How to Effectively Teach Philosophy of Religion: Nature of God 1.30 – 2.15pm

- Introducing the Philosophy of Religion Paper – what is Philosophy and why do students find it hard?
- Nature of God: giving the students the big picture first
- Tricky concepts such as coherence and timelessness – making the learning memorable
- Retrieval and checking learning
- Developing AO2 on the Nature of God topic – identifying key arguments
- Writing exam answers to questions on this topic

Teaching Ethics at A-Level: Applied Ethics 2.15 – 3.00pm

- What do examiners reports say about the Ethics paper?
- Why are Applied topics more difficult?
- Sequencing and using Applied Ethics to consolidate the normative theories
- Retrieval tasks
- Arguments and essay structuring
- Writing exam answers to Applied Ethics questions

Discussion: afternoon tea 3.00 – 3.10pm

Key ideas for teaching Religious Thought: Christian Moral Principles* 3.10 – 3.55pm

- What is theology and how might it be different from Philosophy and Ethics?
- Using Christian Moral Principles as opportunity for synopticity
- Starting points: what to do if they really do know nothing!
- Exegesis, hermeneutics et al. Getting the right balance between depth and going down a rabbit hole
- Key arguments on the importance of the Bible and how to use them
- Writing exam answers on this topic

* The examples in this session will be from Christian Thought which is the option chosen by 75% of centres but the principles are applicable to other optional units

LOCATION/DATE

London

Friday 26 May 2023

Wednesday 22 November 2023

COURSE LEADER

Chris Eyre has 25 years' experience as a teacher of Religious Studies in secondary and sixth form college settings. Alongside this, he has held a number of senior examining roles and is currently Principal Examiner for the Ethics paper. He has also written a number of textbooks and revision guides to support A-Level Religious Studies as well as a book on teacher wellbeing 'the Elephant in the Staffroom'. Chris delivers training, hosts events and provides resources via his website

www.chriseyreteaching.com

He is still a practicing teacher working part time at a sixth form college.

WHO SHOULD ATTEND?

- NQTs in RS
- RS teachers in their first few years of teaching A-Level RS
- Heads of Religious Studies

BENEFITS OF ATTENDING

- Gain strategies on how to plan the course and manage the content in a two-year course
- Learn what level of depth is appropriate
- Learn how to ensure students keep up with latest philosophical issues and how to apply them to their existing understanding
- Develop a confident understanding of the specifications, assessment and mark schemes to develop the skills student need
- Analyse a range of sample answers to understand the standard and how students can achieve it

AQA A-LEVEL PHILOSOPHY: ACHIEVING A/A*

CODE **8992**

ABOUT THIS COURSE

This course is designed for AQA A-Level Philosophy teachers who are looking to maximize A/A* grades for their highest performing/achieving students.

The course will be predominantly practically focused, concentrating on a range of successfully implemented strategies to access the top grades.

Using feedback from the most recent exams, the first two years of examinations on the new specifications, the course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

PROGRAMME

TIME

Recent changes to the philosophy specification (2022) have been considered when compiling the following programme. The implications of these changes will be considered in detail in the penultimate session of the day.

Grades A & A*: what was required in the most recent exams?

10.00 – 10.45am

- Structure of the specification A-Level Philosophy exams and what they require of the best students
- Feedback and grading analysis from the most recent papers – what is required for A/A*?
- Analysis of mark schemes – which sections/questions differentiated candidates?
- Grades A & A*: what are the differences between these?
- Key attributes of Grade A/A* students in the classroom
- Avoiding potential hazards: what can cost a top student their A grade?

Discussion: coffee break

10.45 – 11.05am

Teaching Epistemology: key challenges for Grade A/A* students

11.05 – 12.30pm

Whilst the focus here is on epistemology, points raised will also be applicable to other papers

- Capitalising on changes to the 2022 epistemology specification: streamlining content
- Areas of challenge in epistemology and how to deal with them
- Embedding retrieval into the epistemology curriculum: what works and why?
- Peer assessment as a tool for stretching and challenging the most able students
- Going beyond the specification: why 'redundancy' is not a feature of the essay-based mark scheme and how stronger students can use this to their advantage
- Building in synopticity: key arguments and ideas from epistemology that are transferrable
- Getting 'exam fit': Benchmark Assessments as a means for raising achievement

Lunch and informal discussion

12.30 – 1.30pm

Teaching Metaphysics of Mind: stretching and challenging able students

1.30 – 2.20pm

Whilst the focus here is on Metaphysics of Mind, points raised will also be applicable to other papers

- Capitalising on changes to the 2022 Metaphysics of Mind specification: streamlining content
- Areas of challenge and how to deal with them
- The modern learning environment: making the most of Moodle, Teams, and OneNote for raising achievement
- The 50:50 approach: bridging the gap between GCSE and higher education. Encouraging insight, initiative, independence, and imagination
- Achieving at the highest level: just how far can we take them? A look at what to expect at the very top end of the spectrum in philosophy of mind and how this can be used as a tool for inspiration
- Some thoughts on pedagogy: teaching ideas that can be used to stimulate students into going beyond the specification

Discussion: afternoon tea

2.20 – 2.35pm

Key ideas for teaching Religious Thought: Christian Moral Principles*

2.35 – 3.20pm

- Looking forward: what will (and will not) be covered given changes to the 2022 specification
- Mastering exam technique: where is an A/A* achieved or lost?
- The shorter questions: what are the potential pitfalls?
- Focus on the 12-mark questions and essays: what does a grade A/A* candidate need to do?
- Model essay planners' will be looked at as an effective method for plotting out responses to questions
- Revision ideas to help students produce high grade essays
- '5-minute marking': why effective feedback needn't take an age
- Working to the standard: review of specimen scripts

Plenary discussion and depart

3.20 – 3.30pm

LOCATION/DATE

London

Tuesday 20 June 2023

Monday 13 November 2023

COURSE LEADER

Oliver McAdoo has taught A-Level Philosophy in one of the largest and most successful departments in the country for over 20 years. He is an experienced AQA Philosophy Senior Examiner, Reviser, Specification Developer and Scrutineer, delivering CPD for the exam board at centres up and down the UK. He has produced textbooks for, amongst others, Nelson Thornes (A-Level Philosophy) and Routledge (A-Level Critical Thinking) and has delivered papers at philosophy conferences alongside some of the foremost speakers in the field.

WHO SHOULD ATTEND?

- Heads of Philosophy Departments
- Teachers of A-Level Philosophy

BENEFITS OF ATTENDING

- Expert practical advice on preparing students for the highest possible grades
- Focus on practical teaching methods which stretch and challenge the highest-performing students
- Comprehensive analysis of the variety and demands of each style of question
- Specific focus on how to meet these demands of A/A* grades
- Scrutinise in detail example exam responses, including those that attracted full marks
- Support material can be provided which centres can tailor to their own needs
- A chance to meet and discuss ideas with like-minded individuals!

TEACHING AQA A-LEVEL PHILOSOPHY FOR THE FIRST TIME

CODE **8993**

ABOUT THIS COURSE

This course is intended to provide teachers who are about to start or in their first couple of years teaching AQA A-Level Philosophy, with all they need to teach their course effectively and well. It will equip delegates with the knowledge and skills needed to become a confident, successful A-Level Philosophy teacher, ideologies and analysis of contemporary politics, both in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

This course brings a wealth of both examiner and practitioner experience to provide teachers with tips on how to overcome issues in the classroom and to guide students to optimise their examination performance.

The course will reflect current challenges and any modifications to the exam system.

PROGRAMME

Overview of A-Level Philosophy including challenges and what to expect from pupils 10.00 – 10.30am

- Teaching the AQA A-Level Philosophy specification: how should the course be structured to best support students' learning?
- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline assessment
- Recognising which areas will be the most challenging for you and how to address these issues
- Managing the content: planning and structuring; how can it fit into a two-year course?
- Recognising which areas will be most challenging for you and how to address these issues
- Teaching Philosophy in an era of rapid change

Discussion: coffee break 10.30 – 10.45am

How to Effectively Teach Epistemology 10.45 – 12.00pm

- Setting up the course: the how, what, and why of delivering a course in epistemology
- Appearance versus reality: do we perceive the world as it is? Some thoughts on perception
- Are we blank slates? The *tabula rasa* account of mind and its implications
- The tripartite analysis of knowledge: is knowledge justified, true belief, and if not, what?!
- Effective delivery: a nuts-and-bolts approach to epistemological pedagogy
- Schemes of work, booklets, and assessment: a comprehensive set of tools and materials to successfully introduce and deliver the course (and how to use them!)

Key ideas for teaching Moral Philosophy 12.00 – 12.50pm

- Why should I be moral? How to introduce a course on moral philosophy
- Happiness, duty, or virtue?
- Eating meat and eating people: some thoughts on practical ethics
- Do moral statements express truths? Metaethical questions and how to deal with them
- Morality: some thoughts on delivery
- Putting it all into practice: how to develop, maintain, and grow a course in moral philosophy

Lunch and informal discussion 12.50 – 1.50pm

The Exam – what is expected 1.50 – 2.40pm

- What the examiners are looking for and how to achieve it
- The importance of shorter (3, 5, 12) mark questions and how to use this to your advantage
- Talking the talk: the importance of terminology
- Essay writing and how to nail it: some thoughts on insight, initiative, and imagination
- Scaffolding, retrieval and how to embed these within a successful philosophy course

Discussion: afternoon tea 2.40 – 2.45pm

Planning and Structuring 2.45 – 3.30pm

- Milestones for success, what and how should students have mastered by the end of year 12
- Benchmark assessments: the planning and achievement of success
- The 50:50 approach: bridging the gap between GCSEs and higher education
- '5-minute marking' and what it involves
- Some thoughts on assessment: how to halve marking load and double efficiency
- Effective feedback
- The scheme of work and how to use it efficiently

LOCATION/DATE

London

Tuesday 27 June 2023

Wednesday 29 November 2023

COURSE LEADER

Oliver McAdoo has taught A-Level Philosophy in one of the largest and most successful departments in the country for over 20 years. He is an experienced AQA Philosophy Senior Examiner, Reviser, Specification Developer and Scrutineer, delivering CPD for the exam board at centres up and down the UK. He has produced textbooks for, amongst others, Nelson Thornes (A-Level Philosophy) and Routledge (A-Level Critical Thinking) and has delivered papers at philosophy conferences alongside some of the foremost speakers in the field.

WHO SHOULD ATTEND?

- NQTs in Philosophy or with an interest in teaching philosophy
- Philosophy teachers in their first few years of teaching A-Level Philosophy
- Any teachers seeking fresh ideas for delivering the Philosophy A-Level
- Members of senior management that are considering offering the Philosophy A-Level

BENEFITS OF ATTENDING

- Gain strategies on how to plan the course and manage the content in a two-year course
- Learn what level of depth is appropriate
- Learn how to ensure students keep up with latest philosophical issues and how to apply them to their existing understanding
- Develop a confident understanding of the specifications, assessment and mark schemes to develop the skills student need
- Analyse a range of sample answers to understand the standard and how students can achieve it

BIOGRAPHIES

Chris Eyre

Chris has 25 years' experience as a teacher of Religious Studies in secondary and sixth form college settings. Alongside this, he has held a number of senior examining roles and is currently Principal Examiner for the Ethics paper. He has also written a number of textbooks and revision guides to support A-Level Religious Studies as well as a book on teacher wellbeing 'the Elephant in the Staffroom'. Chris delivers training, hosts events and provides resources via his website www.chriseyreteaching.com. He is still a practicing teacher working part time at a sixth form college.

Oliver McAdoo

Oliver has taught A-Level Philosophy in one of the largest and most successful departments in the country for over 20 years. He's worked as Senior Examiner, Reviser, Specification Developer and Scrutineer for AQA Philosophy, delivering CPD for the exam board at centres up and down the UK. He's produced textbooks for, amongst others, Nelson Thornes (A-Level Philosophy) and Routledge (A-Level Critical Thinking) and has delivered papers at philosophy conferences alongside some of the foremost speakers in the field. Currently a consultant for Cambridge University and Principal Examiner for Cambridge International Examinations (both in the UK and Singapore) he is every bit as passionate about the teaching and assessment of philosophy as he is about the subject itself, a passion which comes across in his delivery which is widely regarded as inspirational..

IN-SCHOOL STUDENT STUDY SKILLS & REVISION SESSIONS - GCSE & A-LEVEL

Ensure your students reach their target grades with our fully tailored, examiner led, in school sessions.

STUDY SKILLS SESSIONS

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- Exam Tactics and Techniques

EXAM REVISION SESSIONS

- Full revision grade booster sessions
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- Scaffolding for lower band students
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- Question types and strategies to avoid exam pitfalls

The focus is to maximise all student grades and boost performance.

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For further details and to discuss

call us on **01625 532974** or visit us online at **www.keynoteeducational.co.uk**