

A LEVEL HISTORY: ACHIEVING HIGH PERFORMANCE LEARNING FOR A/A* GRADES

CODE 6999

ABOUT THIS COURSE

This intensive course is designed for all teachers of A Level History, regardless of examination board. Together we will look at the skills that students need to attain high grades in A Level History, as well as providing new ideas and practical strategies to challenge and extend learners, and in particular your top end History students.

We will also interrogate the examiner's reports, look at samples of students work, with emphasises on practical approaches to get the best results for students of high ability.

PROGRAMME

TIME

4 Key Issues

10.00 – 10.30am

- Feedback: looking back at the summer exams: what went well? What did examiners look for?
- Exploring the big challenges for students at A Level
- sustaining engagement over two years
- making the transition from GCSE to A Level
- to do AS or not?
- Unpicking the second order concepts. How do we get students to understand and apply them?

Outstanding A/A* Essays

10.30 – 11.30am

- What makes a good answer? An examiners view
- The fundamental principles – what are valid criteria and how do we get students to use them to reach judgements?
- What does an A/A* essay look like?
- How to support students in accessing the high grades

Discussion: coffee break

11.30 – 11.45am

Solving the source puzzle

11.45 – 12.45pm

- Exploring approaches to using sources effectively for exam success – interpreting sources; assessing usefulness and provenance
- Improving the quality of responses
- Developing A* behaviours – how do we move students beyond basic assumptions?

Lunch and informal discussion

12.45 – 1.45pm

Historical debate – Getting students to be part of the debate

1.45 – 2.45pm

- What makes an A* answer?
- Opportunities and challenges of interpretations – moving beyond the narrative approach; understanding historiography
- Encouraging students to challenge the view point

Keeping the exam in mind

2.45 – 3.30pm

- Understanding how papers are marked – applying the criteria to ensure success
- Helping learners to interpret the questions and produce concise answers
- Different questions – common mistakes and strategies for improvement
- What does an A* look like? Identifying qualities of an A* response

LOCATION/DATE

London

Monday 18 March 2019

Wednesday 12 June 2019

COURSE LEADER

Robin Bunce: Ten years' teaching experience and Robin has been leader of History at Long Road Sixth Form College, and a senior examiner for a major exam board. Robin is also the author of a number of History text books for publishers including Hodder and Pearson.

WHO SHOULD ATTEND?

- All teachers of History
- Heads of History
- Directors of Teaching and Learning

BENEFITS OF ATTENDING

- Develop greater understanding of what examiners are looking for in Grade A/A* students
- Consider strategies to support students in attaining A/A* for essays and source work
- Develop your teaching keeping a clear focus on the exam
- Take away approaches to challenge all learners and particularly those at the top end
- Opportunity to be in the position of the learner and utilise innovative ideas