

AQA GCSE RS CHRISTIANITY AND ISLAM – INNOVATIVE AND STIMULATING LEARNING IDEAS

CODE 7844

ABOUT THIS COURSE

This course will delve into the AQA GCSE Specification for Component 1, particularly with reference to the Beliefs and Practices of Christianity and Islam. Jonathan will discuss various ideas for how to bring Beliefs and Practices of these two faiths to life in the classroom, and methods to maximise student success in the various types of questions that can be asked on this paper. Most importantly, we will examine innovative and stimulating techniques to ensure effective teaching, learning, and exam performance with the 12 mark questions on these religions.

PROGRAMME

AQA GCSE Component 1 (Christianity and Islam): How the Paper is structured and marked

- Types of questions and responses (A01 and A02)
- How to teach Beliefs and Practices through a GCSE course with Component 2 (thematic studies with or without textual elements)
- Mark schemes and examiner reports – what we need to take away from them, and how to utilise these in the classroom through lesson activities, including some example lesson plans

Discussion: coffee break 11.00 – 11.20am

Top Tips in teaching Christianity Beliefs and Practices 11.20 – 12.10pm

- Key content to be covered by students for these questions, with example writing frames to assist in your teaching of technique
- The importance of Biblical quotations, which ones are most ‘portable’ for students, and how to train students to use these quotations in an adaptive style (and also use them for the Themes paper as well!)
- Take away ‘quote banks’ and key term lists/definitions for you, your colleagues, and your students, including model answers of these being used innovatively

Top Tips in teaching ISLAM Beliefs and Practices 12.10 – 1.00pm

- Approaches for the key and most complex content in Islam at GCSE,
- Explore example writing frames and exemplar answers at key grades
- The importance of Quranic quotations and understanding of the Quran
- Take away ‘quote banks’ and key term lists/definitions for you, your colleagues, and your students, including model answers of these being used innovatively.
- The importance of key terminology, how to use these to show development and detail to access higher marks, and how to best encourage/motivate students to learn these both inside and outside the classroom

Lunch and informal discussion 1.00 – 2.00pm

Examination Technique for A01 questions 2.00 – 2.30pm

- How to maximise student outcomes in questions 1-4 (knowledge and understanding) for Christianity and Islam, including exemplar answers.
- Strategies for developing confidence with timings and finishing every question, including how to move students through questions rapidly.
- How to maximise student outcomes in questions 1-4 (knowledge and understanding) for Islam, including exemplar answers.
- How to teach technique effectively in lessons, and ensure detailed answers for questions 3 and 4, including effective inclusion of ‘a source of wisdom and authority’ for question 4.

Discussion: afternoon tea 2.30 – 3.00pm

Assessment 3.00 – 3.45pm

- Assessment: achievement and attainment
- How to prepare students for different world views
- Plenary

LOCATION/DATE

London
Saturday 7 December 2019
Monday 30 March 2020

COURSE LEADER

Jonathan Holmes is an experienced Religious Studies teacher and Head of Department. As a current RS teacher with strong GCSE valued-added results (most recently +2.4 grades against standardised testing and national averages), he aims to ensure teacher courses are rooted in classroom practice and realistic ‘take away’ methods and techniques.

WHO SHOULD ATTEND?

- Heads of Department, Subject Coordinators, Lead Teachers
- Teachers of Religious Studies, particularly those with responsibility for Christianity and Islam
- Teachers new to teaching Christian and/or Islamic Beliefs/Practices at GCSE/Key Stage 4

BENEFITS OF ATTENDING

- Take away proven techniques in bringing religious Beliefs and Practices from Christianity and Islam to life in the classroom.
- Explore innovative methods to excite students about the relevance of Christianity and Islam beyond the examination, useful links and resources for this, and to minimise any student boredom with this paper as opposed to Themes / Component 2.
- Gain insights into maximising student outcomes in Component 1, increasing your confidence in preparing students for these exams
- Find out what examiners are looking for in Beliefs and Practices responses across all question types
- Develop teaching and assessment techniques for the 12 mark A02 questions on Christianity and Islam, and how to structure these answers effectively