

# AQA A-LEVEL PSYCHOLOGY – COMPLETE GUIDE FOR NEW TEACHERS

CODE 8061

## ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA A-level Psychology programme of study for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively.

## PROGRAMME

### Setting firm foundations – what methods can be used to enhance performance from the start? TIME

- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline assessment
- Recognising which areas will be most challenging for you and how to address these issues
- Identifying your support network and making the most of it – particularly in a small department or single teacher department.
- Ensuring topic areas which create the foundation for success – incorporating them into every lesson.

Discussion: coffee break 10.00 – 10.30am

### How to effectively teach Biopsychology 10.30 – 10.45am

- Planning for success, teaching methodologies and using retrieval practise to boost student performance
- Structuring the learning through tailored booklets, and use of exam questions and model answers to highlight success criteria and expected standards to students.
- Designing formative assessment and feedback through focussed starters and plenaries into your teaching
- How to use assessment, to identify success and areas for development to track student progress in relation to the AQA AO criteria
- Methodologies that boost student attainment: how to improve students by one grade, targeting top grades (A-A\*).
- Teaching Biopsychology to a mixed ability range of pupils.
- Exam questions and model answers, looking at what success looks like, and marking to the AQA specification

### Key ideas for teaching the content knowledge from Paper 1 10.45 – 12.00pm

- Pitfalls and easy wins when teaching Social Influence, Memory, Attachment and Psychopathology
- Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; how to ensure top students are challenged, while not leaving lower ability students behind.
- Lessons from the examboards and how to implement them in the classroom

Lunch and informal discussion 12.00 – 12.45pm

### Research methods 12.45 – 1.45pm

- Introduction to teaching research methods at A-level
- Interleaving topic or specialist focus, a discussion of how to incorporate into the curriculum and implication for how it effects teaching of other content
- Resources and examples of what works in teaching research methods, how and when to use practicals.
- Exam focus on tricky question; how to help students use and describe statistics

Discussion: afternoon tea 1.45 – 2.45pm

### Planning and structuring 2.45 – 2.55pm

- Curriculum issues – Intent, Implementation and assessing Impact
- Milestones for success, what should students have mastered by the end of year 12
- Assessment time tables, when, what and how and how to balance this with whole school assessment schedules
- Time management – how to plan so that you can mark efficiently and effectively; use of peer assessment

### The exams – what is expected 2.55 – 3.30pm

- Overview of all three papers by AQA, what are they looking for?
- Teaching towards the ‘endgame’, what language to use, ensure you are marking ‘like the examiner’ and secure grading
- Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like

LOCATION/DATE

London

Tuesday 12 October 2021

## COURSE LEADER

### Michelle Satchwell

As an experienced passionate teacher and head of department in psychology, Michelle, has taught across a range of secondary schools and FE colleges across the UK, developing her practice to engage a variety of students. Michelle enjoys mentoring trainee teachers in psychology to develop their confidence, differentiation and resources. She has also worked as an examiner and team leader, developed resources for an exam board, and designed the content for the GCSE 9-1 specification. She has been published in Psychology Review and has since co-authored a new book; *Psychology Review: A level Exams skills and Practice* for Hodder Education.

## WHO SHOULD ATTEND?

- NQT's in Psychology
- Teachers just entering their second year of teaching A level Psychology
- Teachers lacking in confidence in the qualification may also benefit

## BENEFITS OF ATTENDING

- Provide teachers of A-level Psychology the material and confidence to teach effectively to all ability ranges
- Obtain exceptional understanding of the key challenge areas and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing