

TEACHING AQA A-LEVEL PSYCHOLOGY FOR THE FIRST TIME

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

TIME

- **Setting firm foundations – what methods can be used to enhance performance from the start?** 10.00 – 10.30am
- 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

10.30 – 10.45am

How to effectively teach Biopsychology

10.45 – 12.00pm

- 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

12.00 – 12.45pm

- 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 exam boards and how to implement them in the classroom

Lunch and informal discussion

12.45 – 1.45pm

Research methods

1.45 – 2.45pm

- 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

2.45 – 2.55pm

Planning and structuring

2.55 – 3.30pm

- 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

3.30 – 4.00pm

- 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

Friday 26 January 2024

Monday 24 June 2024

COURSE LEADER

Jean-Marc Lawton has taught Psychology for over 30 years and has a long history of producing high-attaining and well-motivated students. Jean-Marc has written many best-selling books on the subject and bases his own teaching around practically based learning experiences and the development of student responses to exam-type questions. Jean-Marc has also many years experience working as an examiner in senior positions for several exam boards and so is able to impart valuable guidance on how to [and how not to] write exam answers.

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