

CODE 8122

**ABOUT THIS COURSE**

This updated course based is focussed on meeting the demands of the higher level marking bands across all the specification components. It will focus on exploring the characteristics of work produced by students working at the highest levels and will demonstrate teaching and learning ideas which will stretch and challenge able students and develop their higher level skills. Using feedback based on the 2019 results the course will explore what is expected of high ability students and outline ways to build your teaching practice around this.

**PROGRAMME**

TIME

**Focus on assessment demands for Grades 7-9, including feedback** 10.00 – 11.00am

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment practice across 2 years
- Review characteristics of Grade 7-9 GCSE students in the AQA GCSE
- Feedback on the 2019 examination series – what students need to do to ensure that they achieve the highest grades, providing feedback that makes positive change
- Key areas of strength and weakness in top level performance: marginal gains areas that made a real difference
- Interventions: identifying and rectifying underachievement at the top end

Discussion: coffee break

11.00 – 11.15am

**Achieving Grades 7 – 9 in Component 1 Section B**

11.15 – 12.15pm

- What Grades 7-9 look like in Section B and what examiners expect to see to award Grades 7 – 9
- Exploring ways in which to encourage the higher ability students to form their own creative interpretations of the set text
- Teaching your set text to support insightful, appropriate and justified suggestions
- Applying research and embedding social, cultural and historical context for maximum achievement
- Fulfilling the demands of each question: developing answers for the longer questions to achieve maximum marks

**Achieving Grades 7 – 9 in Component 1 Section C**

12.15 – 1.00pm

- Analysing a top band answer: applying the mark scheme with confidence and using it with your students
- Teaching extended written skills to improve structure, clarity and use of technical terms
- Ways to review the live production seen in lessons in order to support highly able students in making detailed production notes
- Exploring the dual approach to evaluating in terms of the students' own engagement alongside their judgement of the overall dramatic effectiveness of the production
- Supporting able students in how to select the most appropriate production for the question asked

Lunch and informal discussion

1.00 – 2.00pm

**Teaching The Devising NEA- stretching and challenging able students** 2.00 – 2.45pm

- How to provide appropriate stimuli to support high achieving students
- Ways in to written work: how to ensure that knowledge and evaluative skill is applied clearly and appropriately in the Devising Log for high marks
- Maximising marks in the Devising Log – making every word count
- Supporting your students in using dramatic devices and techniques to raise achievement and demonstrate excellent practical skills

**Component 3: Texts in Practice NEA – key challenges for able students** 2.45 – 3.30pm

- Applying feedback from visiting examiners: choosing appropriate texts and extracts for your higher ability candidate
- Teaching practical skills: ensuring that high ability students improve performance and design/ practical skills during the rehearsal process
- Involving your design candidate: ensuring maximum engagement during the rehearsal and design process

**Final questions and depart**

3.30 – 3.45pm

LOCATION/DATE

**Online Part 1****Wednesday 03 February 2021****Thursday 10 June 2021****Online Part 2****Wednesday 10 February 2021****Thursday 17 June 2021****COURSE LEADER**

**Georgina Ring** is Head of Drama and Theatre Studies at LVS Ascot. She has been teaching AQA GCSE and A-Level for the past six years and her subject results for both courses last year were in the top 1% for value added in the country. Alongside her teaching, Georgina is a tutor on The Ufton Drama Summer School, a gifted and talented drama programme for GCSE and A-level students.

**WHO SHOULD ATTEND?**

- All teachers of AQA GCSE Drama
- Heads of Drama Department
- Directors of Faculties of Performing Arts
- Senior leaders with responsibility for the Arts

**BENEFITS OF ATTENDING**

- Focussed on identifying the demands of Grades 7 – 9 students and providing materials to help teachers prepare students effectively
- Gain enhanced understanding of the specific assessment demands of the AQA GCSE Drama specification for higher level students.
- Find out the very latest on how the current situation will affect teaching and assessment
- Gain insight into what AQA examiners are looking for at the highest grades
- Develop confidence in using the assessment objectives and mark schemes to provide feedback and increase progress for students aiming to achieve Grades 7 to 9
- Explore exemplar materials to identify characteristics of outstanding work