

A LEVEL A-LEVEL LAW - THE COMPLETE GUIDE FOR NEW TEACHERS

CODE 8531

ABOUT THIS COURSE

This course aims to provide those who are relatively new to teaching AQA A-level Law with a comprehensive overview and introduction to the course, syllabus and assessment demands. The course will breakdown the challenges of the syllabus and identify how to teach complex topics to students of differing abilities, exam technique, structure and how to order your scheme of work will also be discussed at length.

PROGRAMME

Overview of the AQA A-level Law course including the various models for delivery and the challenges to consider 10.00 – 10.45am

- An overview of the AQA Law specification, allocation of topics according to papers and how this converts to mark allocations in the exams
- Challenges of the A Level Law syllabus – considerations when planning / delivering
- Scheme of work planning – the various options for delivery – what works and what does not work?
- Ensuring students and teachers hit the ground running in September – introducing the course structure and provide students with an understanding of the programme
- Identifying your support network and making the most of it – particularly in a small department or single teacher department.
- Planning for the easy wins – developing a bank of resources to fall back on when you need some time to plan and prepare

Discussion: coffee break 10.45 – 11.00am

The Exams – the structure, technique and what is expected 11.00 – 12.00pm

- Overview of the paper structures – similarities between the three papers by AQA
- Analysis of the assessment objectives
- Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading
- Preparing your students for the exams – practical exam strategies and techniques for students to use
- Focus on structure in exams, how to structure answers to ensure that you hit the assessment objectives
- How to prepare students of a varying ability to sit the same exam.

Key ideas for teaching The Nature of Law and The English Legal System / Law-Making 12.00 – 12.45pm

- A discussion of the challenges of the nature of law / English legal system / law-making topics
- Pitfalls and easy wins when teaching ELS topics
- Ideas for the delivery of non-substantive topics
- How to make the delivery student-focussed and engaging
- How to apply this information within the exams effectively
- Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies

Lunch and informal discussion 12.45 – 1.45pm

Key ideas for teaching substantive law across papers 1-3 1.45 – 2.45pm

- Introduction to teaching substantive Law across the A-level syllabus
- Ensuring topic areas which create the foundation for success – incorporating them into every lesson
- Recognising which areas will be most challenging for you and how to address these issues
- 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 exam criteria and expected standards to students.
- Resources and examples of what works in teaching substantive law, how and when to use group activities
- Exam focus on tricky questions; how to help students use and describe substantive law
- Teaching across the ability range; how to ensure top students are challenged, while not leaving lower ability students behind.

Discussion: afternoon tea 2.45 – 2.55pm

Concepts of law topics 2.55 – 3.30pm

- Overview of the concept of law topics across the three papers
- Analysis of exam requirements – focus on the demands of question 9 and 11
- Resources and examples of how to teach wider concepts and apply to substantive areas of law
- How to develop students skills of analysis and the ability to 'think on their feet' in the exam Exam focus – how to achieve a high scoring answer on a concept of law topic

Informal and formal assessment – Planning, preparing and marking assessments 3.30 – 4.00pm

- Designing assessment and feedback through focussed starters and plenaries into your teaching
- Designing a programme of assessment to assess topic knowledge and skills development
- How to effectively use peer assessment
- How to use assessment, to identify success and areas for development to track student progress in relation to the AQA criteria
- Exam questions and model answers, looking at what success looks like, and marking to the AQA specification

LOCATION/DATE

London

Monday 18 October 2021

Monday 10 January 2022

COURSE LEADER

Liz Nuttall is an experienced teacher of A-level Law, currently working as the Deputy Head of A-levels at a large and successful tertiary college in the South West. During her ten-year teaching career Liz has supported her students to achieve outstanding results alongside being an experienced A-level and BTEC examiner. More recently Liz has had articles published for the A-level Law review and other educational publishers.

WHO SHOULD ATTEND?

- Experienced Law teachers new to the AQA syllabus
- Teachers new to A-level Law
- NQTs

BENEFITS OF ATTENDING

- Explore the AQA syllabus in depth
- Gain an increased understanding of the assessment demands and marking criteria
- Increased awareness of the challenges of the specification and how to support students
- Explore how to deliver substantive vs non-substantive content
- Find out how to effectively prepare your students for the exam
- Take away new resources and ideas
- Increased understanding of how to teach the most challenging topics