

CODE **8593**

**ABOUT THIS COURSE**

This course is specifically targeted and designed for all teachers starting to teach GCSE Physical Education for the first time and is applicable to AQA. The day will give delegates tips, realistic practical advice and guidance, and practical strategies and approaches on how to deliver the course with minimum stress whilst maintaining maximum student achievement.

**PROGRAMME**

|  | TIME            |
|--|-----------------|
| <b>The specification in depth</b>  | 10.00 – 11.00am |
| <ul style="list-style-type: none"> <li>● The 4 GCSE PE assessment objectives and how they are met</li> <li>● Planning a two or three year course that supports students of all abilities</li> <li>● Ensuring progression from Key Stage 3, focussing on both written and practical work</li> <li>● Starting to develop a teaching philosophy that prepares students for the assessment objectives</li> </ul>   |                 |
| Discussion: coffee break   | 11.00 – 11.15am |
| <b>Written paper 1</b>   | 11.15 – 12.00pm |
| <ul style="list-style-type: none"> <li>● Understanding and meeting the demands of a written paper</li> <li>● How to include technical terminology and knowledge throughout your teaching</li> <li>● Exploring textbooks and resources: practical ways into supporting attainment in the written paper</li> <li>● Ideas and resources for particularly problematic areas including movement analysis, planes and axes and lever systems</li> <li>● Maintaining a focus on the assessment objectives within your teaching</li> </ul> |                 |
| <b>Written paper 2</b>   | 12.00 – 1.00pm  |
| <ul style="list-style-type: none"> <li>● How to differentiate work in response to ability and chosen specialisms</li> <li>● The importance of providing feedback and how to boost attainment in specific topical areas</li> <li>● Focusing on delivery in sports psychology and socio-cultural aspects</li> <li>● Assessing your candidates: using the mark scheme and ensuring that your Specific lesson ideas and ways to engage those who are not as motivated</li> </ul>   |                 |
| Lunch and informal discussion  | 1.00 – 2.00pm   |
| <b>NEA - preparation, delivery and moderation</b>  | 2.00 – 3.00pm   |
| <ul style="list-style-type: none"> <li>● The demands of this practical unit: what’s being assessed, and how</li> <li>● Selecting appropriate practical options and how to deliver these options within a two or three year course</li> <li>● The specifics: how to present practical evidence to meet the assessment criteria</li> <li>● Running a moderation day: learning from others mistakes, with top tips to ensure a smooth running and purposeful day</li> </ul>   |                 |
| <b>Part 3 - analysis and evaluation</b>  | 3.00 – 3.30pm   |
| <ul style="list-style-type: none"> <li>● What part 3 involves and how to structure delivery</li> <li>● Using the assessment grids to inform your teaching</li> <li>● JCQ rules on delivery and feedback during preparation of this work</li> <li>● Questions and evaluation</li> </ul>   |                 |

LOCATION/DATE

**London**

**Wednesday 09 February 2022**

**Friday 08 July 2022**

**COURSE LEADER**

**Jackie Brooks** is an experienced A level and BTEC teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. She is fully involved in the examination and moderation process at GCSE, BTEC and A Level with both AQA and Pearson. She is proud of her work within schools nationally to support teachers and students with the demands of the AQA GCSE and A level qualification.

**WHO SHOULD ATTEND?**

- All teachers new to teaching GCSE PE
- NQTs teaching GCSE PE for the first time
- PE teachers and other non-specialists who are teaching GCSE PE
- Heads of PE
- Those wishing to move to AQA to deliver GCSE PE

**BENEFITS OF ATTENDING**

- Identify the key components of GCSE PE
- Explore practical ideas for delivering a GCSE course
- Gain a good understanding of the relationship between the practical demands and the written paper
- Gain confidence in planning and teaching outstanding lessons for students of all abilities
- Take away immediately useful materials, including lesson ideas and teaching resources