

# GCSE **NEW: AQA GCSE PHYSICAL EDUCATION – COMPLETE GUIDE OR NEW TEACHERS**

CODE **8694**

## ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA GCSE Physical Education course for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively. While assessment materials will be drawn from the AQA course, many of the teaching and learning ideas for the delivery of the theory will be applicable to other specifications.

## PROGRAMME

### Overview of the AQA GCSE Physical Education course including challenges and what to expect from pupils TIME

- Ensuring students and teachers hit the ground running with command words – introducing key areas of 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.
- Non negotiables to create the foundation for success – incorporating them into every lesson.
- Overview of all papers by AQA, how does the breakdown appear?

Discussion: coffee break 10.30 – 10.45am

### How to effectively teach through the assessment objectives 10.45 – 12.00pm

- Planning for success, teaching methodologies and using retrieval practise to boost student performance of AO1
- Examples topic areas taken from AO1 to AO3 – what this looks like in the classroom
- Structuring the learning through use of exam questions and model answers to highlight success criteria and expected standards to students.
- 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 in AO2 and AO3
- 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 **Levers, Planes and Axes, Respiratory and circulatory system**
- 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 an ‘active’ classroom.

Lunch and informal discussion 12.45 – 1.45pm

### Key ideas for teaching the content knowledge from Paper 2 1.45 – 2.45pm

- Pitfalls and easy wins when teaching **sports psychology, engagement patterns and commercialisation**
- 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 a ‘collaborative’ classroom.

Discussion: afternoon tea 2.45 – 2.55pm

### Planning and structuring for NEA 2.55 – 3.45pm

- Milestones for success in the practical assessment
- Moderation timetables, when, what and how and how to balance this with the entire course
- Time management – how to plan so that you can mark efficiently
- Structure of the written coursework, what level 5 looks like and why?

LOCATION/DATE

**London**

**Friday 15 October 2021**

**Wednesday 19 January 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?

- NQT's in Physical Education
- Teachers just starting to deliver theoretical PE
- Teachers lacking in confidence in the qualification may also benefit

## BENEFITS OF ATTENDING

- Provide teachers of AQA GCSE Physical Education the material and confidence to teach effectively to all ability ranges
- Obtain exceptional understanding of the assessment objectives and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with teaching and learning ideas for multiple topics
- Understanding of how to differentiate using scaffold and stretch strategies for AO3 and extended questions
- Appreciate the requirement for the Non-Examined Assessment (NEA)