

AQA GCSE HISTORY: MEETING THE NEED OF LOWER ABILITY STUDENTS

CODE **9438**

ABOUT THIS COURSE

This NEW course is for all teachers of AQA GCSE History wanting to help their lower ability students reach grades 4–5, offering new and innovative ways of tackling content and answering questions. The course will take account of grade boundaries in 2019 and 2022 and will focus on strategies aimed at helping students achieve grades 4–5. Teachers will take-away materials that can be used in class immediately.

PROGRAMME

Grades 4 and 5: what do they involve?

10.00 – 11.15am

- Structure of AQA GCSE History and what this means for students
- Feedback and grading from recent exams and what this tells us about the standard students are expected to meet
- Key attributes of Grades 4–5 students in the classroom
- Grades 3–5: what are the differences between these?
- Analysis of the mark schemes – what were the examiners looking for
- How to encourage students to ‘move up’ further and become independent learners
- Getting students to produce the right amount in exam conditions in extended writing
- Approaches to using sources with lower ability GCSE students

Discussion: coffee break

11.15 – 11.35am

Extended writing for Grades 4–5

11.35 – 12.30pm

- Detailed analysis of the AQA questions: what are examiners looking for?
- Dealing with terminology
- Special focus on the ‘account’ question and how to ensure successful answers to it
- Analysis of content for levels in the mark scheme: what makes a good answer?
- Dealing with the depth of content
- Activities for use in class and for teaching key topics to lower ability students
- Reviewing and marking specimen scripts
- Revision that works

Lunch and informal discussion

12.30 – 1.30pm

Source and Interpretations questions

1.30 – 2.10pm

- Detailed analysis of the questions and what the AQA examiners were looking for
- Special focus on the ‘interpretation’ question: how to produce excellent answers
- Analysis of content for levels in the mark scheme
- Dealing with the depth of content in your teaching
- Ideas for lessons to tackle areas of controversy
- Activities for use in class to meet the needs of the less able
- Working to the standard: reviewing and marking specimen scripts
- Revision

Discussion: afternoon tea

2.10 – 2.20pm

Strategies for tackling the Thematic Study

2.20 – 3.00pm

- Approaches to tackling the Thematic Study with the less able
- Detailed analysis of the exam questions
- Analysis of content for levels in the mark scheme
- Activities for use in class to meet the needs of the less able
- Revision tips to ensure students succeed in the exams
- Reviewing and marking specimen scripts to see the necessary standard

LOCATION/DATE

London

Wednesday 28 February 2024

COURSE LEADER

Malcolm Chandler was Chief Examiner for GCSE History for twenty years and has been leading courses for teachers and students since 1998, throughout England and Wales, but also in Europe and Dubai. He aims to simplify the demands of GCSE History for both teachers and students by avoiding ‘jargon’ and using straightforward terminology. He believes that the best way of teaching history and improving results is to set clear, manageable targets for students and to enable them to feel ‘part of the process’. Many schools that have adopted the approaches and techniques that he recommends have seen significant improvements in examination grades in relatively short spaces of time.

WHO SHOULD ATTEND?

- All teachers of AQA GCSE History
- Heads of Department

BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching history as possible
- The course will focus on ways of improving the teaching of GCSE History in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom.