



**Keynote**  
educational

# Science

**CPD Courses**

Summer - Autumn 2024

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## Why Keynote Educational?

Here at Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including CPD Courses, National Conferences, In-School Events, Exam Marking, Student Revision Conferences and Webinars.

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## NEW Outstanding Leadership of a Science Department

Course Code: **T0148**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dr Stephen Belding**  
 Manchester: **Wednesday 16 October 2024**  
 London: **Tuesday 02 July 2024  
Monday 16 December 2024**

### ABOUT THIS COURSE

Leading in Science can be both exciting and challenging. However, it's no secret that leading a Science department comes with unique complexities. In this new course, we'll consider what it takes to achieve excellence in a Science department and the pivotal role of the Head of Science in maintaining this excellence. Delegates will take away practical and actionable strategies on how to tackle day-to-day challenges, develop the team and work towards a shared strategic vision.

### BENEFITS OF ATTENDING

- Consider what makes a Science department excellent, and the role of the Head of Science in achieving excellence
- Look at ways in which a Head of Science can develop and improve teaching and learning within the department
- Look at a range of strategies for improving and maintaining progression of students into A-Levels
- Enhance your ability to lead, support and nurture teachers in the department

### PROGRAMME

#### Leadership and Vision: The Qualities and Skills of an Outstanding Head of Science 10.00am

- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring different styles of leadership and understanding when each style is effective
- Why vision comes before strategy. What do you do well? Where are the gaps?

#### Effective Techniques to Drive Department Improvement 10.30am

- What is an outstanding Science department? Who says so?
- Planning for accurate department self-evaluation
- Evaluating your department and acting upon this effectively

#### Break 11.20am

#### Outstanding Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward 11.40am

- Implementing effective strategies to ensure a consistent and effective experience for all learners in light of recent curriculum changes
- Developing curricula and schemes of work and modelling outstanding teaching and learning
- Making effective use of assessment and assessment data

#### Lunch 12.40pm

#### Staff Development: Supporting the Development of your Staff 1.40pm

- Strategies for managing your staff, from experienced to inexperienced teachers and NQTs
- Making observation and appraisal processes as effective as possible
- Developing curriculum expertise in your department

#### Break 3.00pm

#### How it works: the Head of Science 3.05pm

- Managing one's time and workload: variables and the work-life balance
- Preparing for Inspections
- The life cycle of the Head of Department

#### Depart 3.45pm

## Upcoming Science Courses

### NEW T0175: AQA A-Level Biology: Achieving Outstanding Results in Paper 1

Course Leader: Dr Harjit Singh  
 Manchester: Thursday 16 October 2024  
 London: Thursday 28 November 2024

### T0159: Outstanding AQA A-Level Chemistry Teaching: How to Get Across the Toughest Topics

Course Leader: Dee Martin  
 London: Wednesday 20 November 2024

### NEW T0177: Transition from GCSE to A-Level Chemistry - Reducing the Misconceptions

Course Leader: Dee Martin  
 London: Wednesday 19 June 2024

### NEW T0179: GCSE Chemistry: Increased Results for Lower Performing Students

Course Leader: Dee Martin  
 London: Wednesday 27 November 2024

### NEW T0162: AQA A-Level Physics: Maximising Student Outcomes in the Exam Papers

Course Leader: Alessio Bernardelli  
 Manchester: Tuesday 19 November 2024  
 London: Wednesday 02 December 2024

### NEW T0169: GCSE Physics: Aiming for Grades 7-9

Course Leader: Alessio Bernardelli  
 Manchester: Tuesday 02 July 2024  
 London: Monday 08 July 2024

See our  
website for  
full details





## NEW A-Level Biology: Improving Engagement & Achievement in Large, Mixed Ability Classes

Course Code: **T0174**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Nicola Manning**  
 Manchester: **Friday 07 June 2024**  
**Friday 15 November 2024**  
 London: **Friday 28 June 2024**  
**Friday 06 December 2024**

### ABOUT THIS COURSE

This is a new, bespoke course formulated to tackle the demands and challenges of large class sizes of mixed-ability students at A-level, which, given the educational climate are becoming the norm. The course is relevant for both new and experienced teachers and will introduce you to strategies to identify the strengths and weaknesses your learners, as well as practical suggestions on how to best address these.

### BENEFITS OF ATTENDING

- Raising attainment for learners in A-level Biology at all boundaries A\*/B, A\*-C and A\*-E
- Take away strategies of how to promote metacognition and independent learning skills in students
- Developing a VLE, which effectively supports outcomes
- Build into your teaching, strategies with proven success to tackle the skills requirements of the A-level Biology syllabus

### PROGRAMME

<b>Assessment in A-Level Biology</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Embedding assessment into a programme of study: strategies for integrating assessment methods seamlessly into the curriculum</li> <li>• Structure of assessments: the formats and types of assessments used in A-Level Biology</li> <li>• Effective ways to provide feedback to students and how they can use it for improvement</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Types of Support for Different Learners</b>	<b>11.05am</b>
<ul style="list-style-type: none"> <li>• Strategies to reinforce and consolidate learning</li> <li>• Effective use of targeted sessions to provide extra help to struggling students</li> <li>• Independent study with supervision</li> </ul>	
<b>Flipped Learning and Metacognition</b>	<b>11.50am</b>
<ul style="list-style-type: none"> <li>• Setting the scene: introduction to flipped learning and its benefits</li> <li>• Encouraging students to self-assess and evaluate their understanding</li> <li>• Utilising virtual learning environments for flipped learning</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Skills Development including Essay Skills</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Embedding skills in the curriculum: incorporating essential skills such as mathematics and extended writing using appropriate resources</li> <li>• Use of VLE resources for skill development and to enhance students' skill sets</li> <li>• Integrating skill practice within assessments</li> </ul>	
<b>Break</b>	<b>2.30pm</b>
<b>Practical Skills in the Curriculum</b>	<b>2.45pm</b>
<ul style="list-style-type: none"> <li>• Understanding the compulsory practical components of the course</li> <li>• Exploring additional practical activities to enhance learning</li> <li>• Using past papers to prepare students for practical assessments</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### A-LEVEL BIOLOGY



Summer - Autumn 2024

## A-Level Biology: Increased Results for Lower Performing Students

Course Code: **T0152**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Michael Brown**  
 Manchester: **Wednesday 12 June 2024**  
**Tuesday 19 November 2024**  
 London: **Wednesday 26 June 2024**  
**Wednesday 04 December 2024**

### ABOUT THIS COURSE

This course is aimed at teachers working with mixed ability and lower attaining students who are looking to maximise their potential in the upcoming A-Level Biology exams. The course covers a range of effective teaching and assessment strategies, monitoring, early intervention and exam technique and approaches that improve confidence, effort, and achievement. The course provides a comprehensive toolkit that adds value and will help learners excel in their exam performance.

### BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement strategies for success
- Increased understanding of how to motivate underachieving learners and improve performance
- Techniques for tackling synoptic and data handling questions with confidence
- Effective teaching and learning techniques to retain knowledge and better understand concepts

### PROGRAMME

<b>Effective techniques to embed subject knowledge, develop skills and assess work so that lower ability learners thrive. How to get students thinking synoptically</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Implementing techniques to ensure that lower ability learners understand key concepts</li> <li>• Develop effective techniques to retain knowledge, understand concepts and develop skills</li> <li>• Exploring Active Learning to develop skills and retain knowledge</li> </ul>	
<b>Break</b>	<b>11.35am</b>
<b>Monitoring &amp; early intervention strategies that positively impact on student performance</b>	<b>11.50am</b>
<ul style="list-style-type: none"> <li>• Techniques to identify underperforming students and strategies to effectively support them</li> <li>• Monitoring tools to track performance, recognise underachievement and motivate learners</li> <li>• Explore early intervention strategies that engage learners and develop independent learning</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>The Exams: Practical Strategies to raise attainment levels and enhance exam performance</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Embed exam technique into your teaching to enhance the performance of lower ability students</li> <li>• Assessment strategies to identify where students need to improve and how to achieve this.</li> <li>• Methods to help students understand how exams are marked and ways to use this knowledge</li> </ul>	
<b>Moving lower ability students towards mastery of practical skills</b>	<b>2.15pm</b>
<ul style="list-style-type: none"> <li>• Strategies to enable students to demonstrate these competencies consistently and routinely</li> <li>• Developing and assessing the more challenging skills e.g. opportunities for students to select equipment and measurement strategies or to make adjustments when necessary.</li> <li>• Researching, referencing and reporting – skill-building ideas to develop students' competence in using secondary sources to support planning and conclusion</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>Exam Success: Preparing students for the Practical assessments</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Using the language of measurement – ideas and activities to embed the key terms</li> <li>• Strategies to improve exam technique in practical-based questions</li> <li>• Examples of questions testing different assessment objectives</li> </ul>	
<b>Depart</b>	<b>4.00pm</b>





## Outstanding AQA A Level Biology Teaching

Course Code: **T0153**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dr Harjit Singh**  
 Manchester: **Friday 07 June 2024**  
**Thursday 21 November 2024**  
 London: **Friday 21 June 2024**  
**Friday 13 December 2024**

### ABOUT THIS COURSE

This course, updated for 2024, is designed for all teachers who wish to ensure all students maximise their potential in A-Level Biology. By providing a range of proven, effective advanced teaching techniques, reinvigorated approaches, the course aims to help teachers create outstanding teaching, learning and achievement success to raise the overall attainment of their classes.

### BENEFITS OF ATTENDING

- Explore the key concepts in biology that underpin topic content to develop an integrated approach to biological study
- Develop the use of retrieval practice to promote student recall, supporting the teaching of the most challenging A Level topics
- Strategies and scaffolding to support student's application of knowledge to novel contexts
- New approaches for Biological writing, how to support students to write coherently using biological terminology correctly.

### PROGRAMME

<b>Planning for Success: Exploring the core concepts to build an integrated approach</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>Identifying and highlighting the core concepts to build an integrated approach</li> <li>Sequencing topic content to embed opportunities for retrieval practice</li> <li>Using core concepts to teach the most challenging areas of the course</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Strategies and Scaffolding to support students' application of knowledge to Unfamiliar Contexts</b>	<b>11.15am</b>
<ul style="list-style-type: none"> <li>Anticipating misconceptions and strategies to avoid them in meiosis</li> <li>Scaffolds to support students in developing fluency with biological terminology</li> <li>Example frameworks that encourage students to develop rich and full responses on selection</li> </ul>	
<b>Raising Performance in Exams</b>	<b>12.15pm</b>
<ul style="list-style-type: none"> <li>Building vocabulary and developing high end skills – spotting the key command words</li> <li>How to apply the appropriate knowledge to questions covering 'unfamiliar contexts.'</li> <li>Integrating practical skills and theoretical content to help students write about their practical work confidently</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Differentiation – Maximising the Attainment of All Students in AL Biology</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>Teaching to the top: strategies for stretching/A* students and challenging complacent high-achievers.</li> <li>Encouraging self-monitoring and evaluation – when and how to intervene in year 12 and 13</li> <li>Develop greater understanding of the precision and detail that examiners are looking for in A/A* students</li> </ul>	
<b>Enrichment Programmes to Raise the Profile of A Level Biology</b>	<b>2.45pm</b>
<ul style="list-style-type: none"> <li>Enrichment programmes to raise the profile of A-Level Biology.</li> <li>Where can Biology take me? Ideas to boost progression in the biological sciences.</li> <li>Beyond fieldwork: trips that bring the course to life.</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### AQA A-LEVEL BIOLOGY



Summer 2024

## AQA A-Level Biology: High Impact Strategies to Access Top Marks

Course Code: **T0150**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dr Harjit Singh**  
 Manchester: **Thursday 06 June 2024**  
 London: **Thursday 20 June 2024**

### ABOUT THIS COURSE

This new in-depth course will explore high impact strategies that raise attainment and support students to access top marks in their AQA A-Level Biology examinations. The course will share ideas and accompanying materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the most recent exams.

### BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able Biology students
- Gain the latest evidence-informed practice that challenges A/A\* students
- Develop greater understanding of what examiners are looking for in Grade A/A\* responses
- Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes

### PROGRAMME

<b>Key A/A* Skills: Mastery and Metacognition</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>Strategies to construct outstanding exam responses, looking at example A/A* exam responses</li> <li>How to tackle the tough exam questions and gain top marks</li> <li>Creating room for success: Training students to 'Mentally Step Back' and to develop 'Head Space' for clearer thinking under pressure</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Key A/A* Teacher Skills: Feedback and Feedforward</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>Scaffolding as a key element of high-quality instruction</li> <li>Higher order skills practice and model responses for students, how to develop answers.</li> <li>Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations' – top tips on how to address these.</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Key A/A* Characteristics: Resilience and Wellbeing</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>How to support students with high expectations from falling backwards under the pressure</li> <li>Strategies to support mental health and motivation</li> <li>Strategies to build grit and resilience</li> </ul>	
<b>Key A/A* Exam Skills: Getting top marks in A02/A03 questions</b>	<b>2.15pm</b>
<ul style="list-style-type: none"> <li>What does an A* AO2/3 response look like?</li> <li>Strategies to improve application skills for essays</li> <li>What does evaluation in an A/A* essay look like?</li> </ul>	
<b>Key Curriculum Insights for A/A*: Less is More strategies</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>Avoiding misconceptions by re-routing student expression</li> <li>Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge top end students and mid/lower end ability simultaneously</li> <li>Teaching research methods in context for depth of understanding</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>



## NEW AQA A-Level Biology: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0171**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dr Harjit Singh**  
 Manchester: **Thursday 27 June 2024**  
 London: **Thursday 04 July 2024**

### ABOUT THIS COURSE

This brand-new course for all teachers of AQA A-Level Biology will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond. This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams.

### BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond

### PROGRAMME

<b>The Exam – Reflections and Approaches</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Feedback from recent exams: what is it essential to be aware of?</li> <li>• The main factors that affect examination success in all 3 papers and the challenges experienced</li> <li>• Deep-diving problem questions from the exam papers</li> <li>• How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>A Focus on Comprehension and Essay Questions</b>	<b>11.20am</b>
<ul style="list-style-type: none"> <li>• How do students answer compared to what the exam board want to see</li> <li>• Strategies to decipher and meet the demands of the questions</li> <li>• Managing synopticity</li> <li>• AO3 clinic- ways to fix the AO3 success rate in your school</li> </ul>	
<b>Lunch</b>	<b>12.20pm</b>
<b>Short Answer Headaches</b>	<b>1.20pm</b>
<ul style="list-style-type: none"> <li>• Dealing with data in the manner that A-Level Biology expects</li> <li>• Deciphering where marks are lost</li> <li>• Working on strategies to minimise the silly mistakes</li> </ul>	
<b>Break</b>	<b>2.20pm</b>
<b>Moving Forward and Maximising Success in 2025 and Beyond</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Summary of what we have learnt</li> <li>• Producing a plan of action to maximise student success in 2025</li> <li>• Specific lessons to be learnt and how to prevent them from happening again</li> <li>• Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>



## AQA A Level Biology: A Complete Guide for New Teachers

Course Code: **T0154**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dr Harjit Singh**  
 Manchester: **Friday 28 June 2024**  
**Friday 08 November 2024**  
 London: **Friday 05 July 2024**  
**Friday 06 December 2024**

### ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA A-level Biology programme of study 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 ideas will be applicable to other specifications.

### BENEFITS OF ATTENDING

- Provide teachers of A-level Biology with the material and confidence to teach effectively to all ability ranges
- Obtain quality understanding of the key challenge areas and how to teach them
- Explore how the maths and practical skills can be embedded throughout the course
- Gain insight into the content, the exam structure and the how exams are marked.

### PROGRAMME

<b>Overview of the AQA A-level Biology course including challenges and what to expect from pupils</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Introducing the scheme of work and baseline assessment</li> <li>• Recognising which areas will be most challenging for you and how to address these issues</li> <li>• How to develop a teaching plan that reflects the assessment objective weightings and the areas which require more intense teaching</li> </ul>	
<b>Expectations at A Level</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• The transition between GCSE and A level, what do successful A-Level students do?</li> <li>• What do Grade A/A* and Grade D response look like?</li> <li>• Synoptic skills and how to use these in your teaching</li> </ul>	
<b>Break</b>	<b>11.20am</b>
<b>Approaches to Effectively Teaching the Maths and Practical Skills</b>	<b>11.40am</b>
<ul style="list-style-type: none"> <li>• Effective methods and approaches for integrating maths and practical skills</li> <li>• How to integrate practical skills and theoretical content to help students write confidently</li> <li>• Practical strategies and approaches in the key challenges in teaching maths and practical skills</li> </ul>	
<b>Lunch</b>	<b>12.40pm</b>
<b>Key Ideas for teaching the content knowledge from Paper 1</b>	<b>1.40pm</b>
<ul style="list-style-type: none"> <li>• Pitfalls and easy wins when teaching Biological Molecules, Cells, Organisms, exchange substances and their environment</li> <li>• Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies</li> </ul>	
<b>Planning and structuring</b>	<b>2.40pm</b>
<ul style="list-style-type: none"> <li>• Curriculum issues – Intent, Implementation and assessing Impact Milestones for success, what should students have mastered by the end of year 12</li> <li>• Time management – how to plan so that you can mark efficiently and effectively; use of peer assessment</li> </ul>	
<b>The exams – what is expected</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• Overview of all three papers by AQA, what are they looking for?</li> <li>• Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading</li> <li>• Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>





## NEW Outstanding Assessment, Marking and Feedback in AQA A-Level Biology

Course Code: T0149  
 Course Fee: £269 +VAT  
 Course Leader: Ellena Gilson  
 Manchester: Thursday 21 November 2024  
 London: Monday 02 December 2024

### ABOUT THIS COURSE

This brand-new course focuses on developing a deeper understanding of assessment in AQA A-Level Biology and provides opportunities to explore strategies to enhance exam performance for students of all attainment levels. The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A-Level Biology exam papers.

### BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Biology
- Discover what examiners are looking for in all exam papers
- Enhance your analytical and guidance skills for student responses of different questions types
- Special focus on the requirements of questions that test students' practical skills and their ability to analyse and evaluation experimental data

### PROGRAMME

- A Focus on the Assessment Model and the Support Available** 10.00am
- Understanding the different requirements and demands of the 3 exam papers
  - Explanation of the finer details of mark-schemes to know how marks are gained and lost
  - Integrating the use of the Principal Examiner's reports into your teaching to inform students to avoid common errors and follow the advice being offered by AQA

**Break** 10.50am

**Effective Assessment and Feedback to Students on Paper 1 Topics and Questions** 11.10am

- The most common student misconceptions and how to challenge and eradicate these
- Recommended teaching and learning strategies for the trickiest topics in Paper 1
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 1 topics

**Effective Assessment and Feedback to Students on Paper 2 Topics and Questions** 12.00pm

- The most common student misconceptions and how to challenge and eradicate these
- Recommended teaching and learning strategies for the trickiest topics in Paper 2
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 2 topics

**Lunch** 12.50pm

**Effective assessment and feedback to students on the Paper 3 requirements** 1.50pm

- Why students find Section A of Paper 3 the most difficult part of the A-level Biology assessment:
- The AQA guidance on Paper 3, Section A from the reports and how best to implement these
- Recommended teaching and learning strategies for improving students' practical skills and how to improve their data analysis and evaluation ability

**Break** 2.40pm

**Improving students' revision and exam technique** 2.45pm

- A range of successful revision methods for students
- Getting the most from AQA past-papers and mark-schemes
- Detailed guidance on students' examination technique and to persuade them to follow these

**Depart** 3.30pm

### OCR A-LEVEL BIOLOGY



Summer - Autumn 2024

## NEW Teaching A-Level Biology OCR A for the First Time

Course Code: T0155  
 Course Fee: £269 +VAT  
 Course Leader: Ellena Gilson  
 Manchester: Friday 07 June 2024  
 Friday 11 October 2024  
 London: Friday 21 June 2024  
 Friday 29 November 2024

### ABOUT THIS COURSE

This course offers an introduction and overview to teaching the A-level Biology OCR A programme of study 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 OCR course, many of the ideas will be applicable to other specifications.

### BENEFITS OF ATTENDING

- A focus on the specification to be able to incorporate the learning outcomes and assessment objectives into your teaching
- Explore how the maths and practical skills are assessed and can be embedded throughout the course
- Discuss how to deliver the course effectively to all ability ranges
- Obtain quality understanding of the key challenge areas and how to teach them

### PROGRAMME

**Overview of the A-level Biology OCR A Course Specification** 10.00am

- Introduction to the learning outcomes and why they are so important for exams
- How to develop your teaching style to reflect the assessment objective weightings and the areas which require more intense teaching
- Overview of all three OCR papers

**Embedding Maths and Practical Skills into your Teaching** 10.30am

- Understand how Maths is assessed and can be integrated into the general course teaching
- Discuss how practical skills are assessed and are vital to all abilities reaching their potential
- An introduction into the language of measurement

**Break** 11.10am

**Independent Assessment of Practical Skills in Exam Questions** 11.25am

- How to integrate practical skills and theoretical content to help students write about their practical work confidently
- Exemplar material focusing on practical skills questions

**Lunch** 12.25pm

**Course Delivery and Key Challenges** 1.25pm

- Discussion of the options for delivering the course
- How to incorporate independent learning to be able to cover the large course content
- The importance of synoptic teaching and learning

**Break** 2.10pm

**The Most Important Topics and the Most Challenging Topics** 2.20pm

- Discussion of the topic areas that create the foundation for success
- Recognising which topic areas will be most challenging and ideas to make them more accessible
- The importance of Y12 AS knowledge and understanding for Y13 topics

**Exam Structure, Different Types of Exam Questions and Exam Technique** 2.50pm

- An analysis of the different types of exam question and strategies for success
- A specific focus on how to attempt the level of response questions
- Teaching towards the 'endgame', what language to use, misconceptions to avoid and general tips for success



## NEW A-Level Chemistry: Maximising Student Outcomes in the Exam Papers

Course Code: **T0156**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Geoff Nelson**  
 Manchester: **Monday 08 July 2024**  
**Monday 21 October 2024**  
 London: **Wednesday 10 July 2024**  
**Tuesday 17 December 2024**

### ABOUT THIS COURSE

No matter how diligently teachers prepare students for AQA exam papers in A-Level Chemistry, every year sees valuable marks lost due to poor exam technique or misconceptions about question requirements.

This course targets these issues by dissecting various question types across the three exam papers. It underscores the vital role of effectively interpreting and analysing questions to ensure responses align with the intended expectations of the question setters.

### BENEFITS OF ATTENDING

- Identify common areas where students frequently lose marks in their exam responses
- Leverage recent research findings to amplify student performance and results
- Employ examiner feedback strategically to tailor your revision strategies
- Develop tactics for empowering students to self-assess and refine their exam techniques for ongoing enhancement

### PROGRAMME

<b>Introduction, Background, and Integration of Research</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Course objectives and rationale</li> <li>• The Spacing Effect and Distributed Practice; Retrieval Practice and Testing Effect; Interleaved Practice; Elaborative Interrogation; Dual Coding; Spaced Retrieval and Memory for Medical Information and Meta-cognition and Self-Regulated Learning</li> </ul>	
<b>Break</b>	<b>11.20am</b>
<b>Addressing Common Exam Errors</b>	<b>11.40am</b>
<ul style="list-style-type: none"> <li>• Identify common errors students commit in exam responses</li> <li>• Analyse the root causes of these errors</li> <li>• Discover strategies to rectify and prevent these mistakes</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>In-Depth Focus on Examiner Feedback</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Unpack the valuable insights provided by examiner feedback</li> <li>• Learn how to translate this feedback into actionable guidance</li> <li>• Incorporate examiner expectations into your teaching strategies</li> </ul>	
<b>Break</b>	<b>2.20pm</b>
<b>Crafting Personalised Action Plans</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Design tailored action plans for students based on their individual needs</li> <li>• Explore techniques to engage students in active exam preparation</li> <li>• Foster a sense of responsibility for your own learning and improvement</li> </ul>	
<b>Summary and Participant Feedback</b>	<b>3.20pm</b>
<ul style="list-style-type: none"> <li>• Recap the key takeaways from the course</li> <li>• Provide a platform for participants to share their insights and reflections</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### AQA A-LEVEL CHEMISTRY



## New to Teaching AQA A-Level Chemistry

Course Code: **T0157**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dee Martin**  
 Manchester: **Wednesday 05 June 2024**  
 London: **Wednesday 03 July 2024**  
**Wednesday 09 October 2024**

### ABOUT THIS COURSE

This course is designed for teachers who are new to teaching AQA A-Level Chemistry, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of AQA A-Level Chemistry specification and ensure that candidates have the best opportunity to maximise their potential grades. Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and practical techniques in AQA A-Level Chemistry to maximise students' success when delivering the course for the first time.

### BENEFITS OF ATTENDING

- Obtain excellent understanding of the complexities of the AQA A-Level Chemistry specification including how to use Required Practicals to improve understanding
- Learn key techniques to use in your teaching that are utilised by more experienced teachers
- Understand how students learn; and how you can maximise their understanding
- Gain insight into the content, the exam structure and how the exams are marked

### PROGRAMME

<b>Introduction: identifying methods that will enhance performance from the start</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Overview of the specification- introducing the scheme of work and baseline assessment</li> <li>• Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3</li> <li>• Recognising which areas will be the most challenging and preparing for these</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Tackling the Challenging Content of AQA A-Level Chemistry</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Planning and teaching the more demanding topics and how to factor them into your teaching</li> <li>• Teaching ideas, related questions and supporting resources to improve student understanding</li> <li>• Teaching for the different types of questions, with examples</li> </ul>	
<b>How to teach some of the conceptually hardest topics</b>	<b>12.15pm</b>
<ul style="list-style-type: none"> <li>• Scaffolding mathematical content for both mathematicians and non-mathematicians ensuring stretch and challenge for all students</li> <li>• Identifying where most marks are lost in exams and how to support students to ensure they minimise errors</li> <li>• Teaching analytical techniques for exam success including NMR</li> </ul>	
<b>Lunch</b>	<b>1.15pm</b>
<b>Managing the Required Practical Activities</b>	<b>2.15pm</b>
<ul style="list-style-type: none"> <li>• What you have to teach and what the students have to do</li> <li>• The AQA standard at different grades and getting your students to reach it</li> <li>• How to structure a programme of practical teaching and assessment that helps your students gain the best marks</li> </ul>	
<b>Effectively tackling the Exam Papers</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• How to approach teaching A-level exam skills with confidence</li> <li>• Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading</li> <li>• Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>





## NEW AQA A-Level Chemistry: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0172**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dee Martin**  
 London: **Wednesday 26 June 2024**

### ABOUT THIS COURSE

This brand-new course for all teachers of AQA A-Level Chemistry will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond.

### BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond

### PROGRAMME

#### The Exam – Reflections and Approaches 10.00am

- Feedback from recent exams: what is it essential to be aware of?
- The main factors that affect examination success in all 3 papers; the challenges experienced by candidates and how ways of teaching can facilitate a reduction in marks lost
- Deep-diving problem questions from the exam papers

#### Break 11.00am

#### A Focus on Levelled Questions 11.20am

- How do students answer compared to what the exam board want to see
- Strategies to decipher and meet the demands of the questions
- Managing synopticity
- AO3 clinic- ways to fix the AO3 success rate in your school

#### Lunch 12.20pm

#### Short Answer Headaches 1.20pm

- Dealing with data in the manner that A-Level Chemistry expects
- Deciphering where marks are lost
- Working on strategies to minimise the silly mistakes

#### Break 2.20pm

#### Moving Forward and Maximising Success in 2025 and Beyond 2.30pm

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves

#### Break 3.30pm

### OCR A-LEVEL CHEMISTRY



Autumn 2024

## Outstanding OCR A-Level Chemistry Teaching: How to get across the toughest topics

Course Code: **T0161**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Dee Martin**  
 Manchester: **Wednesday 13 November 2024**  
 London: **Wednesday 11 December 2024**

### ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in OCR A-Level Chemistry and is designed for all teachers who wish to ensure their students maximise their potential. By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

### BENEFITS OF ATTENDING

- Focus on an area you teach and learn how to make synoptic links to other areas
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Focus on key errors and mistakes that are commonly made
- Learn from previous marks schemes/ average scores attained and how issues can be addressed
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application
- Gain an Examiner's insight into the common mistakes made for these key topics

### PROGRAMME

#### Calculations; Time of Flight, Amount of Substance, Acids and Buffers 10.00am

- Scaffold calculations to provide a fool-proof method for students to follow
- How can mental models and long-term memory help access the hardest calculation questions?
- Teaching for success; both challenging A\* students and supporting lower attainment students

#### Break 11.00am

#### A2 trickier topics; Gibbs free energy, Standard Electrode Potential, Rate Equations 11.15am

- How to simplify teaching of these topics with mental models to facilitate understanding
- The common mistakes made and how can you ensure they do not impact on exam grades
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

#### Organic chemistry and NMR to maximise marks 12.15pm

- Methods to teach and revise organic chemistry to ensure student confidence
- The common mistakes made and how can you ensure they do not impact on exam grades
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

#### Lunch 1.15pm

#### Required Practicals; how to ensure confidence in Paper 3 2.15pm

- Levelled questions; how are they marked and how can you help your students succeed
- Linking the practical to the theory
- Proven methods of revision to support your students

#### Exam Tactics and Techniques 3.15pm

- How to bring all the content together to prepare for the exam
- How to embed exam technique for students at different levels from an Examiner's perspective
- How to prevent key mistakes from being made and revision strategies ....that work!

#### Depart 3.40pm



# Outstanding Assessment, Marking and Feedback in AQA A-Level Physics

Course Code: **T0163**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Howard Dodd**  
 Manchester: **Monday 17 June 2024**  
**Monday 25 November 2024**  
 London: **Tuesday 02 July 2024**  
**Wednesday 11 December 2024**

## ABOUT THIS COURSE

This new course focuses on developing a deeper understanding of assessment in AQA A-Level Physics and provides opportunities to explore strategies to enhance exam performance for students of all attainment levels. The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A Level Physics exam papers.

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Physics
- Discover what examiners are looking for in Papers 1, 2 and 3.
- Improve your ability to analyse and improve student responses for the short-answer, long-answer and multiple-choice questions in Papers 1 and 2.
- Special focus on the requirements of the Paper 3, Section A questions that test students' practical skills and their ability to analyse experimental data.

## PROGRAMME

### Ensuring that you assess students' work in a reliably and time-effective manner. 10.00am

- Understanding the different requirements and demands of the 3 exam papers.
- Understanding the finer details of mark-schemes to know how marks are gained and lost.
- Understanding how to use the Principal Examiner's to help future students – avoiding common errors and following the advice being offered by AQA.

### Break 10.50am

### Effective assessment and feedback to students on the Paper 1 topics and questions 11.10am

- The most common student misconceptions and how to challenge and eradicate these.
- Using the AQA guidance provided in the examiner reports to improve students' performance.
- Recommended teaching and learning strategies for the trickiest topics in Paper 1.

### Effective assessment and feedback to students on Paper 2 topics and questions 12.00pm

- The most common student misconceptions and how to challenge and eradicate these.
- Using the AQA guidance provided in the examiner reports to improve students' performance.
- Recommended teaching and learning strategies for the trickiest topics in Paper 2.

### Lunch 12.50pm

### Effective assessment and feedback to students on the Paper 3 requirements. 1.50pm

- Why students find Section A of Paper 3 the most difficult part of the A-level Physics assessment: where most of the marks are lost.
- The AQA guidance on Paper 3, Section A and how best to implement these.
- How to decide which OPTION is best for your students – the pros and cons of each and what the assessment data indicates.

### Break 2.40pm

### Improving students' revision and exam technique. 2.45pm

- The most reliable revision methods for students.
- Getting the most from AQA past-papers and mark-schemes.
- Detailed guidance on students' examination technique and to persuade them to follow these.

### Depart 3.30pm



# New to Teaching AQA A-Level Physics

Course Code: **T0164**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Alessio Bernardelli**  
 Manchester: **Friday 14 June 2024**  
**Thursday 13 November 2024**  
 London: **Wednesday 26 June 2024**  
**Thursday 03 December 2024**

## ABOUT THIS COURSE

This course is designed for teachers who are new to teaching AQA A-Level Physics, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of AQA A-Level Physics specification and ensure that candidates have the best opportunity to maximise their potential grades.

## BENEFITS OF ATTENDING

- Obtain excellent understanding of the complexities of the AQA A-Level Physics specification
- Gain insight into the content, the exam structure and how the exams are marked
- Develop your teaching in specific topic areas to raise standard of achievement
- Examples of extended A-Level questions: how to prepare students to get the most possible marks

## PROGRAMME

### Introduction: Identifying methods that will enhance performance from the start 10.00am

- Overview of the specification- introducing the scheme of work and baseline assessment
- Analysing the assessment criteria and looking how to incorporate AO1, AO2 and
- Recognising which areas will be the most challenging and preparing for these

### Break 11.15am

### Tackling the Challenging Content of AQA A-Level Physics 11.30am

- Planning and teaching the more demanding topics and how to factor them into your teaching
- Teaching ideas, related questions and supporting resources to help improve student understanding
- Teaching for the different types of questions, with examples, so that you can help students access all the available marks

### Strategies and Approaches to teaching the toughest topics 12.15pm

- Why are these so challenging for many students?
- Planning for success, teaching methodologies and using retrieval practice to boost student performance
- Teaching ideas with associated questions and resources

### Lunch 1.15pm

### Managing the Required Practical Activities 2.15pm

- What you have to teach and what the students have to do
- The AQA standard at different grades and getting your students to reach it
- How to structure a programme of practical teaching and assessment that helps your students gain the best marks

### Break 3.10pm

### Effectively tackling the Exam Papers 3.15pm

- How to approach teaching A-level exam skills with confidence
- Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading
- Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like

### Depart 3.45pm





## NEW AQA A-Level Physics: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0173**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Howard Dodd**  
 Manchester: **Friday 28 June 2024**  
 London: **Wednesday 10 July 2024**

### ABOUT THIS COURSE

This brand-new course for all teachers of AQA A-Level Physics will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond. This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams

### BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Physics
- Discover what examiners are looking for in Papers 1, 2 and 3.
- Improve your ability to analyse and improve student responses for the short-answer, long-answer and multiple-choice questions in Papers 1 and 2.

### PROGRAMME

**The Exam – Reflections and Approaches** 10.00am

- Feedback from recent exams: what is it essential to be aware of?
- The main factors that affect examination success in all 3 papers and the challenges experienced by candidates
- Deep-diving problem questions from the exam papers

**Break** 11.00am

**A Focus on Comprehension and Essay Questions** 11.10am

- How do students answer compared to what the exam board want to see
- Strategies to decipher and meet the demands of the questions
- Managing synopticity

**Lunch** 12.20pm

**Short Answer Headaches** 1.20pm

- Dealing with data in the manner that A-Level Physics expects
- Working with new and innovative methods to prepare students for data demands
- Deciphering where marks are lost

**Break** 2.20pm

**Moving Forward and Maximising Success in 2025 and Beyond** 2.30pm

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves

**Depart** 3.30pm

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#### AQA A-LEVEL BIOLOGY

Webinar Leader: Dr Harjit Singh  
 Paper 1: Thursday 16 May 2024  
 Paper 2: Tuesday 21 May 2024  
 Paper 3: Thursday 23 May 2024

#### OCR A-LEVEL BIOLOGY

Webinar Leader: Ellena Gilson  
 Paper 1: Wednesday 24 April 2024  
 Paper 2: Wednesday 01 May 2024  
 Paper 3: Wednesday 08 May 2024

#### IB BIOLOGY

Webinar Leader: Dr Harjit Singh  
 Paper 1: Wednesday 17 April 2024  
 Paper 2: Wednesday 24 April 2024

#### AQA A-LEVEL CHEMISTRY

Webinar Leader: Dee Martin  
 Paper 1: Tuesday 23 April 2024  
 Paper 2: Wednesday 01 May 2024  
 Paper 3: Thursday 16 May 2024

#### AQA GCSE CHEMISTRY & COMBINED CHEMISTRY

Webinar Leader: Dee Martin  
 Chemistry: Tuesday 16 April 2024  
 Combined Foundation: Thursday 18 April 2024  
 Combined Higher: Wednesday 17 April 2024

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