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educational



# Psychology and Sociology

**CPD Courses**

Summer - Autumn 2024

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# Contents

Psychology Leadership	3
Psychology A-Level	4
Student Revision Webinars	8
Sociology Leadership	9
Sociology A-level	9

## 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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**CPD5\***

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# Aiming for Excellence - Leading an Outstanding Psychology department

Course Code: **T0109**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Emma Shakespeare**  
 Manchester: **Wednesday 06 November 2024**  
 London: **Wednesday 26 June 2024**  
**Wednesday 20 November 2024**

## ABOUT THIS COURSE

This course will examine what excellence in a Psychology department looks like, and the role of the Head of Psychology in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, optimising teaching, and learning, and establishing and maintaining a position for Psychology within a school.

It will conclude with an overview of what the Head of Psychology involves, and the opportunities and challenges the job presents. It will provide detailed and accurate methods for making your department meet the latest Inspection requirements. The day will incorporate lively discussion and question-and-answer sessions.

## BENEFITS OF ATTENDING

- What makes a Psychology department excellent, and the role of the Head in achieving this.
- Exploring a range of strategies for improving and maintaining high quality recruitment of students
- Obtain strategies to lead and inspire outstanding and rich teaching and learning.
- Examined the yearly workload of a Head of Psychology and the life cycle of the job.
- Strategies for dealing with the challenges and making the most of the opportunities presented.

## PROGRAMME

<b>What is an outstanding Psychology department?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Reviewing the qualities, skills and challenges faced by of an outstanding Head of Psychology</li> <li>• Why vision comes before strategy and producing an excellent vision.</li> <li>• Evaluating your department and acting upon this effectively.</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Selective Student Recruitment</b>	<b>11.10am</b>
<ul style="list-style-type: none"> <li>• Recognising exceptional circumstances. Balancing the needs of the student and school/college</li> <li>• Stretch and challenge without intimidation.</li> <li>• Beyond the classroom and the curriculum: educational visits and trips</li> </ul>	
<b>Leading Outstanding Teaching &amp; Learning in Psychology</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Implementing effective strategies for a consistent and effective experience for all learners.</li> <li>• How a Head of Psychology can model outstanding teaching and learning</li> <li>• Understanding when to be restrictive and when to allow creative autonomy.</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Excellent Departmental Evaluation</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Identifying gaps in your department and creating strategies to fill these.</li> <li>• Strategies for maintaining the highest quality of teaching and student performance over time.</li> <li>• Resource and budget management to create the conditions for Outstanding performance.</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>How It Works: The Head of Psychology</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Planning ahead and finding time to do so, Managing your time and workload.</li> <li>• Department Evaluation. Maintaining freshness and enthusiasm. Working with the SLT.</li> <li>• Preparing for Inspections. Responding to success and failure.</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

# Upcoming Psychology & Sociology Courses

## T0110: A-Level Psychology: Increased Results for Lower Performing Students

Course Leader: Harriet Ennis

Manchester: Monday 03 June 2024 and Tuesday 05 November 2024

London: Monday 17 June 2024 and Tuesday 19 November 2024

## T0111: Brilliant Teaching in A-Level Psychology

Course Leader: Rosie Hussain

Manchester: Monday 17 June 2024 and Thursday 14 November 2024

London: Monday 01 July 2024 and Thursday 28 November 2024

## T0100: AQA A-Level Psychology: Achieving Outstanding Results in Paper 1

Course Leader: Harriet Ennis

Manchester: Monday 24 June

London: Monday 08 July 2024

## T0098: AQA A-Level Psychology: Achieving Outstanding Results in Paper 2

Course Leader: Harriet Ennis

Manchester: Wednesday 19 June 2024

London: Wednesday 03 July 2024

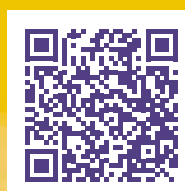
## T0108: Pearson Edexcel A-Level Psychology: Confident Teaching of Maths and Data Application Questions

Course Leader: Laura Richardson

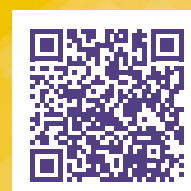
Manchester: Friday 14 June 2024 and Friday 18 October 2024

London: Friday 28 June 2024 and Friday 06 December 2024

See our website for full details



Psychology



Sociology

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

Course Code: **T0103**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rosie Hussain**  
 Manchester: **Friday 07 June 2024**  
**Monday 11 November 2024**  
 London: **Tuesday 11 June 2024**  
**Monday 02 December 2024**

## ABOUT THIS COURSE

This brand-new course focuses on developing a deeper understanding of assessment in AQA A-Level Psychology 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 Psychology exam papers. This course will emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Psychology
- Discover what examiners are looking for in all exam papers.
- Improve your ability to analyse and improve student responses.
- Questions that test students' practical skills and their ability to analyse experimental data.
- Take away strategies and approaches to maximise students' marks in the exams.

## PROGRAMME

<b>Ensuring that you Assess Students' Work in a Reliably and Time-Effective Manner</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Understanding the different requirements and demands of the 3 exam papers.</li> <li>• Exploring the finer details of mark-schemes to know how marks are gained and lost.</li> <li>• Understanding how to use the Principal Examiner's report to help future students.</li> </ul>	
<b>Break</b>	<b>10.50am</b>
<b>Effective Assessment and Feedback to Students on Paper 1 Topics and Questions</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• How to challenge and eradicate the common student misconceptions of the paper 1 topics</li> <li>• Recommended teaching and learning strategies for the trickiest topics in Paper 1</li> <li>• Resources and assessment methods that have been found to improve students.</li> </ul>	
<b>Paper 2 Topics and Questions: Enhancing Assessment and Providing Feedback to Students</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• How to challenge and eradicate the common student misconceptions of the paper 2 topics</li> <li>• Exploring teaching and learning methodologies tailored for the most challenging Paper 2 topics.</li> <li>• Resources and assessment methods that have been found to improve students.</li> </ul>	
<b>Lunch</b>	<b>12.50pm</b>
<b>Effective assessment and feedback to students on the Paper 3 requirements</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• The most difficult part of paper 3: where most of the marks are lost.</li> <li>• Recommended teaching and learning strategies for improving students' skills.</li> <li>• What were the examiners looking for in top level extended answers?</li> </ul>	
<b>Break</b>	<b>2.40pm</b>
<b>Improving students' revision and exam technique</b>	<b>2.45pm</b>
<ul style="list-style-type: none"> <li>• The most reliable revision methods for students</li> <li>• Getting the most from AQA past-papers and mark-schemes</li> <li>• Detailed guidance on students' examination technique and to persuade them to follow these.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

## AQA A-LEVEL PSYCHOLOGY



Summer - Autumn 2024

# Aiming for A/A\* in AQA A level Psychology

Course Code: **T0097**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rosie Hussain**  
 Manchester: **Thursday 27 June 2024**  
**Friday 18 October 2024**  
 London: **Tuesday 11 July 2024**  
**Thursday 05 December 2024**

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future examinations. We will explore the characteristics of A/A\* students identified in research and why and how we must challenge our most able psychology students. Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment.

## BENEFITS OF ATTENDING

- Gain the latest evidence-based practice that challenges A/A\* students.
- Develop greater understanding of what examiners are looking for in Grade A/A\* responses.
- Take away innovative teaching ideas and electronic resources for your most able students.
- How to develop resilience so that talented psychology students achieve their A/A\* potential.
- Focused on identifying the demands of Grades A & A\* and materials to help prepare students.

## PROGRAMME

<b>Challenging our most able students</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Who are our most able students?</li> <li>• Why do we have to challenge our most able students?</li> <li>• How are A/A* Grades achieved?</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Focus on assessment demands for A/A* students.</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• The demands of all components, the use of assessment objectives as a framework.</li> <li>• Feedback and grading analysis from the most recent exam. What is required for A/A*?</li> <li>• Grades A &amp; A*: what are the differences between these?</li> </ul>	
<b>The key challenges for A/A* students in Paper 3</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Supporting students to write top band issues and debates essays.</li> <li>• Applying psychology concepts to consistently write top band evaluation.</li> <li>• Activating prior knowledge to improve retention of paper 3 topic areas.</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Stretching and challenging the most able students</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• The value of context - using who? /What? /When? /Why? questions to push students</li> <li>• What makes a strong A-Level response? How can we build up to this?</li> <li>• Working up to full essay questions and using them to stretch students.</li> </ul>	
<b>Tactics for achieving the highest grades.</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• The shorter questions: what are the potential pitfalls?</li> <li>• Focus on the extended questions and essays: what does a grade A/A* candidate need to do?</li> <li>• Revision ideas to help students produce high grade essays.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

# AQA A Level Psychology – High Impact Strategies to access top marks.

Course Code: **T0099**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Harriet Ennis**  
 Manchester: **Wednesday 15 May 2024**  
**Friday 08 November 2024**  
 London: **Wednesday 05 June 2024**  
**Friday 06 December 2024**

## ABOUT THIS COURSE

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in examinations. Harriet 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.

In addition, the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment.

## BENEFITS OF ATTENDING

- 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.
- Problem solving, modelling, and questioning to stretch pupils' thinking processes.
- Deepen your understanding of assessment criteria and mark schemes.
- Explore how to maximise success levels for your students in the examination.

## 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 sticker exam questions and gain top marks</li> <li>• Training students to 'Mentally step back' and how to clearly think 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 instruction, even the most able need to have clear structures.</li> <li>• What top mark exam responses look like, how to develop their own answers.</li> <li>• Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations'</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. Research on perfectionism and healthy striving.</li> <li>• Strategies to support mental health and motivation and to build grit and resilience.</li> <li>• How to use practical mindfulness training to promote awareness and wellbeing.</li> </ul>	
<b>Key A/A* Exam Skills: Getting top marks in AO2/AO3 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>Break</b>	<b>2.45pm</b>
<b>Key Curriculum Insights for A/A*: Less is More strategies.</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Phrases to solve errors in Biopsychology and Correlation/Quasi/Experiment Evaluation</li> <li>• Use of 'Threshold concepts' and 'Hinge questions'</li> <li>• How to deal with the large content in Psychology A level – selectivity and re-cycling.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

## AQA A-LEVEL PSYCHOLOGY



Autumn 2024

# AQA A-Level Psychology: Maximising Student Outcomes in the Exam Papers

Course Code: **T0101**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Harriet Ennis**  
 Manchester: **Thursday 17 October 2024**  
 London: **Wednesday 04 December 2024**

## ABOUT THIS COURSE

This new course will look at the different types of questions featured across the 3 exam papers and how the initial reading and dissecting of a question is key to a successful outcome. Focus will start on where and how students struggle, with particular emphasis on strategies, approaches and techniques which are effective in developing their knowledge, application, and performance. There will be examples of answers to illustrate the differences between high scoring answers and mediocre answers. Examples are taken from the AQA examination, but the course will be of benefit to all teachers of A-Level Psychology.

## BENEFITS OF ATTENDING

- Review exam feedback to identify the main areas where students lose marks.
- Identify the range of question types across all three exam papers.
- Focus on how to extract information from a question to allow access to all the marks available.
- Gain new strategies to boost subject knowledge and understanding.
- Increase students' ability to track their progress and how to intervene successfully.

## PROGRAMME

<b>Preparing Students for A-Level Examination</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Using historical centre-based information to address issues with the current cohort.</li> <li>• Identifying and addressing misconceptions with Assessment Objectives</li> <li>• Strategies for helping students to deal with and retain theoretical knowledge of Psychology.</li> </ul>	
<b>Exploring the Different Types of Questions across the Exam Papers</b>	<b>10.40am</b>
<ul style="list-style-type: none"> <li>• Identifying the range of question types and extended synoptic questions.</li> <li>• How to develop your student's exam skills.</li> <li>• Deepening the understanding of command words, the impact on an answer.</li> </ul>	
<b>Break</b>	<b>11.20am</b>
<b>Extracting the Correct Information from the Questions</b>	<b>11.35am</b>
<ul style="list-style-type: none"> <li>• A question is more than just a test of subject knowledge – Ensure students dissect the question.</li> <li>• Strategies to standardise the dissection of a question and selecting the appropriate response.</li> <li>• How students can monitor their own exam technique in homework and assessment tasks</li> </ul>	
<b>Lunch</b>	<b>12.15pm</b>
<b>Strategies to Stretch and Challenge Able Students</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Scaffolding with AO2 application and AO3 evaluation – More than facts and knowledge.</li> <li>• Exemplar lesson strategies to challenge students' ability to apply and say why.</li> <li>• Review top level answers. How can these be used in the classroom to stretch and challenge?</li> </ul>	
<b>Developing Lower Ability Students</b>	<b>1.55pm</b>
<ul style="list-style-type: none"> <li>• Lower ability students: where and why do they struggle with A-Level Psychology</li> <li>• Exemplar lesson strategies for the less able student – addressing how to apply and evaluate.</li> <li>• Synoptic approach to learning: picking up key marks throughout the course.</li> </ul>	
<b>Break</b>	<b>2.35pm</b>
<b>Effective and Rapid Feedback for All: Accurate Staff and Peer Marking</b>	<b>2.40pm</b>
<ul style="list-style-type: none"> <li>• The use of appropriate and meaningful annotation.</li> <li>• Using peer assessment activities to empower the learner with the mark scheme.</li> <li>• Explore interactive website, apps and technology which support the feedback process.</li> </ul>	
<b>Exam Strategies for All</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Ensure less able students secure the AO1 and AO2 marks, using exemplar responses.</li> <li>• Preparing students to succeed on the 'discuss' questions.</li> <li>• Explore models to embed exam technique into lessons.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>



# Teaching AQA A level Psychology for The First Time

Course Code: **T0102**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Jean-Marc Lawton**  
 Manchester: **Monday 27 May 2024**  
**Friday 15 November 2024**  
 London: **Monday 24 June 2024**  
**Friday 29 November 2024**

## ABOUT THIS COURSE

This course explores high impact strategies that raise attainment and support students to access top marks in examinations. 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. In addition, the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase grade attainment.

## BENEFITS OF ATTENDING

- Provide teachers with the material and confidence to teach effectively to all ability ranges.
- Obtain exceptional understanding of the key challenge areas and how to teach them.
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2-year course.
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing.

## PROGRAMME

- Setting firm foundations – what methods can be used to enhance performance from the start?** **10.00am**
- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline 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.
  - Ensuring topic areas which create the foundation for success – incorporating them into every lesson.
- Break** **10.30am**
- How to effectively teach Biopsychology** **10.45am**
- How to use assessment, to identify success and areas for development.
  - Teaching Biopsychology to a mixed ability range of pupils.
  - Exam questions and model answers, what is successful, and marking the AQA specification.
- Key ideas for teaching the content knowledge from Paper 1** **12.05pm**
- Teaching for success; how to support students to remember key concepts and apply them.
  - How to ensure top students are challenged, while not leaving lower ability students behind.
  - Lessons from the exam boards and how to implement them in the classroom.
- Lunch** **12.45pm**
- Research methods.** **1.45pm**
- How to incorporate into the curriculum and implication for how it effects other content.
  - Examples of what works in teaching research methods, how and when to use practicals.
  - Exam focus on tricky question; how to help students use and describe statistics.
- Break** **2.45pm**
- Planning and structuring** **2.55pm**
- Curriculum issues – Intent, Implementation and assessing Impact.
  - Assessment timetables, how to balance this with whole school assessment schedule.
  - Time management – how to plan so that you can mark efficiently and effectively.
- The exams – What is Expected.** **3.30pm**
- Overview of all three papers by AQA, what are they looking for?
  - Teaching towards the 'endgame', what language to use, marking, and secure grading.
  - Essay structure in exams, how to pick up easy marks, and what top grade responses look like
- Depart** **4.00pm**

## AQA A-LEVEL PSYCHOLOGY



Summer - Autumn 2024

# Teaching AQA A level Psychology for The First Time

Course Code: **T0105**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Ali Abbas**  
 Manchester: **Tuesday 04 June 2024**  
**Monday 11 November 2024**  
 London: **Tuesday 11 June 2024**  
**Monday 02 December 2024**

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future Pearson A-level Psychology examinations. The course will explore the characteristics of A/A\* students identified in research and why and how we must challenge our most able psychology students. Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment.

## BENEFITS OF ATTENDING

- Gain the latest evidence-based practice that challenges A/A\* students.
- Develop greater understanding of what examiners are looking for in Grade A/A\* responses.
- A range of innovative teaching ideas and electronic resources for your most able students
- How to develop resilience so that talented psychology students achieve their A/A\* potential.
- A detailed look at the different demands of questions

## PROGRAMME

- Challenging our most able students** **10.00am**
- Who are our most able students?
  - Why do we have to challenge our most able students?
  - Essential and desirable skills required.
- Break** **10.45am**
- Focus on assessment demands for A/A\* students.** **11.00am**
- Developing effective strategies for ensuring independent learning in students.
  - Analysis of mark schemes – which sections/questions differentiated candidates?
  - Avoiding potential hazards: what can cost a top student their A/A\* grade?
- The key challenges for A/A\* students in Paper 1, 2 and 3** **12.00pm**
- Embedding research methods throughout the course to access higher marks.
  - How to make nuanced judgements and reaching balanced conclusions to hit the top band.
  - Focusing on 'complex tasks' rather than 'difficult tasks' to achieve the A\*
- Lunch** **1.00pm**
- Stretching and challenging the most able students** **2.00pm**
- Common factors and successful strategies amongst A\* / A grade students
  - Effective questioning in the classroom
  - Making connections to develop synoptic thinking.
- Break** **3.00pm**
- Tactics for achieving the highest grades.** **3.10pm**
- Develop an action plan for success for students aiming for top grades.
  - Focus on question types.
  - Revision ideas to help students produce high quality responses.
- Depart** **3.40pm**

# Pearson Edexcel A-Level Psychology: Achieving Outstanding Results in Paper 2

Course Code: **T0104**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Ali Abbas**  
 Manchester: **Tuesday 25 June 2024**  
**Friday 08 November 2024**  
 London: **Tuesday 09 July 2024**  
**Friday 22 November 2024**

## ABOUT THIS COURSE

This excellent new course is designed for Pearson Edexcel A-Level Psychology teachers aiming to enhance their expertise in preparing students for success in Paper 2: Applications of psychology. The course will provide key strategies for understanding the exam structure, various question types, and deconstructing questions and responses from paper 1. This course will provide a focus on raising a grade B to a grade A/A\* and how to do this with specific topics from paper 2. There will be a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

## BENEFITS OF ATTENDING

- How to deliver topics from paper 2 with a focus and purpose to improve attainment.
- Increase the number of students with potential for the highest grades in this paper.
- Explore topics from paper 2 with suggestions on how to maintain focus on the end attainment.
- Develop an informed, targeted, and effective teaching strategy, with proven strategies.
- Enhance your ability to guide students in effective exam preparation.

## PROGRAMME

<b>Examining the Components of Paper 2 and Embedding Effective Pedagogy</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Examining the requirements of paper 2 - analysing the assessment objectives and implications</li> <li>• Identifying the key challenges in this paper and the key skills required for success.</li> <li>• Reviewing the most recent exam - learning from previous mistakes</li> </ul>	
<b>Clinical Psychology</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• Developing engaging teaching strategies for complex concepts in clinical psychology</li> <li>• Identifying, addressing, and creating specific lesson ideas for challenging content</li> <li>• How clinical psychology is likely to be examined – the question types.</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Criminological Psychology</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Tackling the problematic areas in criminological psychology</li> <li>• Building student confidence in dealing with difficult topics</li> <li>• How criminological psychology is likely to be examined.</li> </ul>	
<b>Lunch</b>	<b>12.10pm</b>
<b>Child Psychology</b>	<b>1.10pm</b>
<ul style="list-style-type: none"> <li>• Lesson ideas - integrating real-life examples and case studies for better comprehension.</li> <li>• Developing teaching strategies for complex concepts</li> <li>• How child psychology is likely to be examined</li> </ul>	
<b>Health Psychology</b>	<b>1.50pm</b>
<ul style="list-style-type: none"> <li>• Effective strategies to navigate tricky and complex areas in health psychology.</li> <li>• Understanding the anticipated examination structure for health psychology</li> <li>• Drawing insights from past examination questions to enhance your teaching methods.</li> </ul>	
<b>Ensuring Success in Extended Writing Questions</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• A look at sample responses and why they have been marked how they have been marked.</li> <li>• Developing an approach to marking that enables progression of all students.</li> <li>• Marking task: a short, interactive session which involves marking sample responses.</li> </ul>	
<b>Break</b>	<b>3.10pm</b>
<b>Effective Exam Preparation Strategies</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• Developing comprehensive revision plans for students, common pitfalls, and challenges</li> <li>• Implementing formative assessment strategies throughout the course</li> <li>• Exploring resources and tools for effective exam preparation</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

# Pearson Edexcel A-Level Psychology: Achieving Outstanding Results in Paper 1

Course Code: **T0106**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Ali Abbas**  
 Manchester: **Monday 24 June 2024**  
**Thursday 07 November 2024**  
 London: **Monday 08 July 2024**  
**Thursday 21 November 2024**

## ABOUT THIS COURSE

This course is designed for teachers aiming to enhance their expertise in preparing students for success in Paper 1: Foundations in psychology. The course will delve into strategies for understanding the exam structure, tackling question types effectively and provide focus on deconstructing questions from paper 1 and deciphering example responses. There will also be a focus on pedagogy for paper 1, but most importantly on preparing students for the exam.

## BENEFITS OF ATTENDING

- How to deliver topics from paper 1 with a focus and purpose to improve attainment.
- Increase the number of students with potential for the highest grades in this paper.
- Explore topics from paper 1 with suggestions on how to maintain focus on the end attainment.
- Develop an informed teaching style, with proven strategies for teaching challenging content.
- Enhance your ability to guide students in effective exam preparation.

## PROGRAMME

<b>Examining the Components of Paper 1 and Embedding Effective Pedagogy</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Examining the requirements of paper 1 - analysing the assessment objectives and implications</li> <li>• Identifying the key challenges in this paper and the key skills required for success.</li> <li>• Reviewing the most recent exam - learning from previous mistakes</li> </ul>	
<b>Social Psychology</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• Developing engaging teaching strategies for complex concepts in social psychology</li> <li>• Identifying, addressing, and creating specific lesson ideas for challenging content</li> <li>• How social psychology is likely to be examined – the question types.</li> </ul>	
<b>Break</b>	<b>11.10am</b>
<b>Cognitive Psychology</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Tackling the problematic areas in cognitive psychology</li> <li>• Building student confidence in dealing with difficult topics</li> <li>• How cognitive psychology is likely to be examined.</li> </ul>	
<b>Lunch</b>	<b>12.10pm</b>
<b>Biological Psychology</b>	<b>1.10pm</b>
<ul style="list-style-type: none"> <li>• Lesson ideas - integrating real-life examples and case studies for better comprehension.</li> <li>• Developing teaching strategies for complex concepts</li> <li>• How biological psychology is likely to be examined.</li> </ul>	
<b>Learning Theories</b>	<b>1.50pm</b>
<ul style="list-style-type: none"> <li>• Effective strategies to navigate tricky areas in learning theories.</li> <li>• Grappling with complex topics – ensure success with your cohort.</li> <li>• Understanding the anticipated examination structure for learning theories</li> </ul>	
<b>Ensuring Success in Extended Writing Questions</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• A look at sample responses and why they have been marked, how they have been marked.</li> <li>• Marking task: a short, interactive session which involves marking sample responses.</li> <li>• Good habits when marking extended writing questions.</li> </ul>	
<b>Break</b>	<b>3.10pm</b>
<b>Effective Exam Preparation Strategies</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• Developing comprehensive revision plans for students</li> <li>• Implementing formative assessment strategies throughout the course</li> <li>• Addressing common pitfalls and challenges in the lead-up to the exam</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

# Pearson Edexcel A-Level Psychology: Preparing Students for Exam Success in 2025 and Beyond

Course Code: **T0107**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Ali Abbas**  
 Manchester: **Wednesday 03 July 2024**  
**Tuesday 12 November 2024**  
 London: **Wednesday 19 June 2024**  
**Tuesday 26 November 2024**

## ABOUT THIS COURSE

This brand-new course for all teachers of Pearson Edexcel A Level Psychology 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 the most recent exam: what is it essential to be aware of?</li> <li>• Deep-diving problem questions from the exam papers</li> <li>• Reflections on the most recent mark scheme and what this means moving forward.</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Extended Question Focus</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>• AO3 Clinic: ways to embed debates in psychology; developing synoptic skills.</li> </ul>	
<b>Lunch</b>	<b>12.20pm</b>
<b>Research Methods</b>	<b>1.20pm</b>
<ul style="list-style-type: none"> <li>• Dealing with data in the manner that A-Level Psychology expects</li> <li>• Working with new and innovative methods to prepare students for data demands.</li> <li>• Working on strategies to minimise the mistakes and deciphering where marks are lost.</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>• 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>• Managing staff and developing a progressive teaching culture that learns and improves.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

## Student Revision Webinars

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Maximise your students' exam success this summer with our cutting-edge student revision webinars. Led by subject experts, our sessions are designed to turbocharge GCSE and A-Level performance.

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- Each webinar is 60-90 minutes in length starting after the school day, earliest 3.30pm. See our website for exact timings

### AQA A-LEVEL PSYCHOLOGY

Webinar Leader: Rosie Hussain

Paper 1, Phobias: Monday 15 April 2024

Paper 1, OCD: Tuesday 16 April 2024

Paper 1, Depression: Wednesday 17 April 2024

Paper 2, Approaches: Monday 29 April 2024

Paper 2, Biopsychology: Tuesday 30 April 2024

Paper 2, Research Methods: Wednesday 01 May 2024

Paper 3, Schizophrenia: Wednesday 15 May 2024

Paper 3, Gender: Tuesday 14 May 2024

Paper 3, Forensic Psychology: Monday 13 May 2024

### AQA A-LEVEL SOCIOLOGY

Webinar Leader: Rizwana Patel

Paper 1: Friday 26 April 2024

Paper 2: Friday 10 May 2024

Paper 3: Friday 31 May 2024

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## Aiming for Excellence; leading an outstanding Sociology department

Course Code: **T0116**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Emma Shakespeare**  
 Manchester: **Thursday 06 June 2024**  
**Friday 15 November 2024**  
 London: **Thursday 20 June 2024**  
**Friday 29 November 2024**

### ABOUT THIS COURSE

This course will consider what excellence in a Sociology department looks like, and the role of the Head of Sociology in helping to achieve and maintain such excellence. It will examine strategies for recruitment of students, optimising teaching, and learning, and for establishing a position for Sociology within a school. It will conclude with an overview of the opportunities and challenges the job presents. It will offer constructive, pragmatic advice and accurate methods for making your department meet the latest Inspection requirements. The day will incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

### BENEFITS OF ATTENDING

- What makes an excellent department, and the role of the Head in achieving excellence.
- A range of strategies for improving and maintaining high quality recruitment of students.
- Strategies, specific to Sociology, to lead and inspire outstanding teaching and learning.
- Examine the yearly workload of a Head of Sociology and the life cycle of the job.
- Strategies for dealing with the challenges and making the most of opportunities.

### PROGRAMME

<b>What is an outstanding Sociology department?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Why vision comes before strategy and producing an excellent vision.</li> <li>• Evaluating your department and acting upon this effectively</li> <li>• Developing ways of approaching the key challenges faced by Heads of Sociology</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Selective Student Recruitment</b>	<b>11.10am</b>
<ul style="list-style-type: none"> <li>• Stretch and challenge without intimidation.</li> <li>• Developing the department as a physical space</li> <li>• Beyond the classroom and the curriculum: educational visits and trips</li> </ul>	
<b>Leading Outstanding Teaching &amp; Learning in Sociology</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Implementing effective strategies to ensure an effective experience for all learners.</li> <li>• Developing a vibrant curricula and schemes of work</li> <li>• Using a range of tools to track performance, underachievement and motivate.</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Excellent Departmental Evaluation</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Identifying gaps in your department and creating strategies to fill these.</li> <li>• Strategies for maintaining the highest quality of teaching and student performance.</li> <li>• Managing budgets and resources to create the conditions for Outstanding performance.</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>How it works: the Head of Sociology</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Planning and finding time to do so, Managing your time and workload.</li> <li>• Department Evaluation – driving up improvements to enhance performance.</li> <li>• Preparing for Inspections. Responding to success and failure</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

### A-LEVEL SOCIOLOGY



Summer - Autumn 2024

## Teaching A-Level Sociology for the First Time

Course Code: **T0117**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rizwana Patel**  
 Manchester: **Tuesday 02 July 2024**  
 London: **Tuesday 19 November 2024**

### ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA A-level Sociology 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 with the material and confidence to teach effectively to all ability ranges.
- Take away in depth understanding of the key challenge areas and how to teach them.
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2-year course.
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing.

### PROGRAMME

<b>Overview of the AQA A-level Sociology course including challenges and what to expect from pupils</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Schemes of learning for the core units and putting it into manageable sections.</li> <li>• Recognising which areas will be most challenging for you and how to address these issues.</li> <li>• Identifying your support network and making the most of it.</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Teaching Theory and Methods</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Analysis of the different structures and ways of teaching the Theory and Methods topics.</li> <li>• Pitfalls and easy wins when teaching.</li> <li>• Teaching for success, how to support all students to remember key concepts and apply them.</li> </ul>	
<b>Teaching Education</b>	<b>12.30pm</b>
<ul style="list-style-type: none"> <li>• Planning for success for a mixed ability group, teaching methodologies and flipped learning.</li> <li>• Pitfalls and easy wins when teaching</li> <li>• Opportunities for students to practice exam technique including Methods in Context.</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Ideas for Teaching Crime and Deviance</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Developing teaching strategies to support low attaining students and push the high attaining.</li> <li>• Introduction to teaching Ethnicity and Crime and Globalisation and Crime</li> <li>• How to make synoptic links obvious and build into exam answers effectively.</li> </ul>	
<b>Break</b>	<b>2.45pm</b>
<b>The Examination – What is Expected</b>	<b>2.55pm</b>
<ul style="list-style-type: none"> <li>• Overview of all three papers, what are they looking for? What do top band essays look like?</li> <li>• The 20/30-mark questions, how to plan and signpost the assessment objectives to the examiner.</li> <li>• Scaffolding the Methods in Context question.</li> </ul>	
<b>Effective Feedback to Raise Attainment in the Exams</b>	<b>3.30pm</b>
<ul style="list-style-type: none"> <li>• Planning your assessments and the use of retrieval quizzes and knowledge tests.</li> <li>• Feedback systems that focus on improvement rather than grades and save you time.</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

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

Course Code: **T0115**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rizwana Patel**  
 Manchester: **Tuesday 25 June 2024**  
 London: **Tuesday 12 November 2024**

## ABOUT THIS COURSE

This course for all teachers of AQA A-Level Sociology will explore how you can turn the lessons to be learnt from the past series into an opportunity for positive change. 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 the past examinations and a wide range of ideas, methods, and approaches to prepare students to maximise their potential in 2025.

## BENEFITS OF ATTENDING

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

## PROGRAMME

<b>Ensuring that you Assess Students' Work in a Reliably and Time-Effective Manner</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Understanding the different requirements and demands of the 3 exam papers.</li> <li>• Exploring the finer details of mark-schemes to know how marks are gained and lost.</li> <li>• How to use the Principal Examiner's report to help future students – avoid the common errors</li> </ul>	
<b>Break</b>	<b>10.50am</b>
<b>Effective Assessment and Feedback to Students on Paper 1 Topics and Questions</b>	<b>11.10am</b>
<ul style="list-style-type: none"> <li>• Student misconceptions of the paper 1 topics and how to challenge and eradicate these.</li> <li>• Recommended teaching and learning strategies for the trickiest topics in Paper 1</li> <li>• Resources and assessment methods that have been found to improve students' understanding.</li> </ul>	
<b>Paper 2 Topics and Questions: Enhancing Assessment and Providing Feedback to Students</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Using insights offered in the Paper 2 reports to enhance students' overall performance.</li> <li>• Student misconceptions of the paper 2 topics and how to challenge and eradicate these.</li> <li>• Exploring teaching and learning methodologies tailored for the most challenging Paper 2 topics.</li> </ul>	
<b>Lunch</b>	<b>12.50pm</b>
<b>Effective assessment and feedback to students on the Paper 3 requirements</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• The most difficult part of paper 3: where most of the marks are lost.</li> <li>• Recommended teaching and learning strategies for improving students' skills.</li> <li>• What were the examiners looking for in top level extended answers?</li> </ul>	
<b>Break</b>	<b>2.40pm</b>
<b>Improving students' revision and exam technique</b>	<b>2.45pm</b>
<ul style="list-style-type: none"> <li>• Reliable revision methods for students Getting the most from past-papers and mark-schemes.</li> <li>• Detailed guidance on students' examination technique and to persuade them to follow these.</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

## AQA A-LEVEL SOCIOLOGY



Summer - Autumn 2024

# Aiming for A/A\* in AQA A-Level Sociology

Course Code: **T0114**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rizwana Patel**  
 Manchester: **Tuesday 16 July 2024**  
 London: **Tuesday 03 December 2024**

## ABOUT THIS COURSE

This revised and updated A/A\* course is aimed specifically on how to ensure your students achieve the highest marks in AQA A-Level Sociology. It will focus on exploring the characteristics of work produced by students at the highest levels and delve into a range of teaching materials and strategies designed to ensure that students achieve the top grades of A and A\*

## BENEFITS OF ATTENDING

- Explore exemplar materials to identify characteristics of outstanding work.
- Explore thinking deeply, synoptic links and AO3 Analysis
- Take away strategies and approaches to maximise students' marks in the examination.
- Scrutinise and discuss exemplar A\* and A grade answers.
- Insights into what success looks like in examinations.

## PROGRAMME

<b>Thinking Deeply, Synoptic Links and AO3 Analysis to Access A/A*</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Strategies to embed thinking in TLA – examiners reward evidence of thinking.</li> <li>• Strategies to develop students' synoptic links, including signposting these to examiners.</li> <li>• Make AO3 Evaluation stronger through comparisons to similar or different sociological theories.</li> </ul>	
<b>Break</b>	<b>10.40am</b>
<b>Maximising exam performance: review where top marks are lost and how to avoid them.</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Ensure your students know what examiners are looking for, structuring and the skills needed.</li> <li>• Embed Assessment Objectives in TLA - Stay focused on the end-goal.</li> <li>• Analysis of low and high mark questions.</li> </ul>	
<b>Exemplar A and A* Grade Answers</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Grade descriptors, activities, practical teaching strategies.</li> <li>• Model answers for Paper 1 Education and Paper 3 Crime and Deviance</li> <li>• Peer marking– teaching students how an examiner recognises a top band answer.</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Effective Feedback for A/A* Students - Comments, not Marks</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• What an examiner looks for in a top band essay using exemplars</li> <li>• Going beyond a template, getting students to understand what a top-grade essay looks like.</li> <li>• Effective feedback strategies, to encourage better evaluation and conclusion writing skills.</li> </ul>	
<b>Break</b>	<b>2.45pm</b>
<b>Preparing For Exam Success</b>	<b>2:55pm</b>
<ul style="list-style-type: none"> <li>• 3 steps to revision success</li> <li>• How to get high ability students to take ownership of their revision.</li> <li>• Balancing exam technique and specification requirements.</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

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

Course Code: **T0113**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Rizwana Patel**  
 Manchester: **Tuesday 09 July 2024**  
 London: **Tuesday 26 November 2024**

### ABOUT THIS COURSE

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in examinations. It 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. In addition, the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students.

### BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able Sociologists.
- 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.
- Deepen your understanding of assessment criteria and mark schemes.
- Bring back concrete strategies and ideas to share with other Sociology teachers.

### 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 sticker exam questions and gain top marks</li> <li>• Economic Implications and Concluding paragraphs - strategies to boost efficiency.</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>• Providing high-order skills practice and supporting students in developing their own answers.</li> <li>• Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations'</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 under the of perfectionism</li> <li>• Strategies to support mental health and motivation and build grit and resilience.</li> <li>• Use practical mindfulness training, whilst teaching key concepts at the same time</li> </ul>	
<b>Key A/A* Exam Skills: Getting top marks in A02/A03 questions.</b>	<b>2.15 pm</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>Break</b>	<b>2.45pm</b>
<b>Key curriculum insights for A/A*: Less is More strategies.</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge all students.</li> <li>• Teaching research methods in context for depth of understanding.</li> <li>• How to deal with the range of content in Sociology A-Level – selectivity and re-cycling.</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

## AQA A-Level Sociology: Raising the Attainment of Weaker Students

Course Code: **T0112**  
 Course Fee: **£269 +VAT**  
 Course Leader: **Nisreen Mohamedali**  
 Manchester: **Friday 21 June 2024**  
**Monday 04 November 2024**  
 London: **Tuesday 02 July 2024**  
**Monday 25 November 2024**

### ABOUT THIS COURSE

This new course is designed for all teachers of AQA A Level Sociology, this course will present strategies, resources, and techniques to raise attainment levels of weaker A Level Sociology student and build their confidence without sacrificing academic rigour or ambition.

Teachers will leave with several practical ideas, approaches, methods, and exam techniques that can be immediately implemented with weaker students back in school.

### BENEFITS OF ATTENDING

- Take away practical templates to raise attainment of weaker A Level student.
- Explore and take away practical strategies to motivate and inspire weaker students.
- Gain teaching activities to develop the key sociological skills and recall of knowledge necessary.
- Develop ways to support weaker students to access the course content.
- Gain a range of exam and revision techniques specifically tailored to the weaker student.

### PROGRAMME

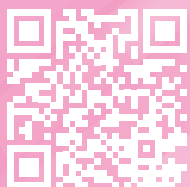
<b>Meeting the Needs of weaker A Level Sociology Students to raise performance.</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Meeting Strategies to build confidence in design and approach to assessment, testing and feedback.</li> <li>• Effective use of metacognitive strategies and the benefits of setting aside deliberate time for metacognition discussion.</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Key practical strategies, resources, and activities for weaker students</b>	<b>11.20am</b>
<ul style="list-style-type: none"> <li>• Building terminology, Sociology language as a primary strategy to decrease stress.</li> <li>• Evaluation and application skills. Effective note taking strategies.</li> <li>• Practical strategies to engage students to understand and apply the knowledge required.</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Accessing the curriculum: Scaffolding strategies and retention of knowledge</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Developing ways to support weaker students to access the course content – Scaffolding up.</li> <li>• Developing your range of practical scaffolding strategies</li> <li>• Embedding retrieval practice into lessons. The role of homework to reinforce learning.</li> </ul>	
<b>Break</b>	<b>2.45pm</b>
<b>The Exams: A Repertoire of Exam Techniques for the Weaker Student</b>	<b>2.50pm</b>
<ul style="list-style-type: none"> <li>• Techniques, resources, methods to apply with the weaker student that can be immediately used</li> <li>• Common mistakes which prevent weaker students from accessing middle and top band marks.</li> <li>• Focus on the 20- and 30-mark questions and techniques in context.</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>





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