



ASHLYNS SCHOOL



Raising Achievement: Exam PE



Components	Content	Assessment
Component 1: Fitness and Body Systems	<ul style="list-style-type: none"> Applied anatomy and physiology Movement analysis Physical training 	1 hour and 45 minutes 90 marks 36%
Component 2: Health and Performance	<ul style="list-style-type: none"> Health, fitness and well-being Sport psychology Socio-cultural influences 	1 hour and 15 minutes 70 marks 24%
Component 3: Practical Performance	<ul style="list-style-type: none"> Skills during individual activities Skills during team activities 	90 marks 30%
Component 4: Personal Exercise Programme	<ul style="list-style-type: none"> Analysis of proposed PEP Carry out & monitor the PEP Evaluation of the PEP 	20 marks 10%



Planning:

The key to success in exams and revision often lies in the right planning.



YOUR 12-WEEK MARATHON TRAINING PLAN

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
WEEK 1	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	5 MILES Easy	CROSS-TRAIN 30-45 mins	10 MILES Easy
WEEK 2	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	5 MILES Easy	CROSS-TRAIN 30-45 mins	12 MILES Easy
WEEK 3	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	6 MILES Easy	CROSS-TRAIN 30-45 mins	13 MILES Easy
WEEK 4	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	STRENGTH TRAIN	TEMPO TRAIN 1000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	6 MILES Easy	CROSS-TRAIN 30-45 mins	15 MILES Easy
WEEK 5	ACTIVE RECOVERY	6 MILES Easy	STRENGTH TRAIN	6 MILES Easy	6 MILES Easy	CROSS-TRAIN 30-45 mins	12 MILES Easy
WEEK 6	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	STRENGTH TRAIN	TEMPO TRAIN 1000m x 100m 1000m x 200m 1000m x 300m 1000m x 400m	6 MILES Easy	CROSS-TRAIN 30-45 mins	14 MILES Easy





Get Organised

- Get all material together and check it is complete.
- Organise work – books, worksheets, past-papers.
- Organise equipment – pens, pencils, rulers. Coloured pens, index cards, post it notes.



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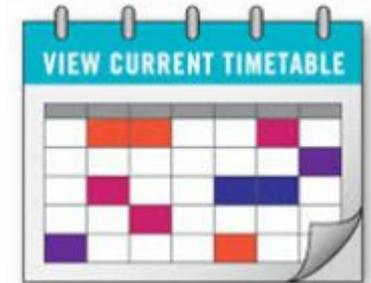




General Tips

- Break it up- 20 minutes?
- Exam practice
- Revision methods
- Repetition

	WHAT TO DO	WHEN TO DO	HOW TO DO
W10 01	Read the 'Introduction to TOK' and 'What is TOK?' sections of the TOK Guide. Watch the 'Introduction to TOK' video.	During the first week of school.	Use the 'Introduction to TOK' video and the 'What is TOK?' section of the TOK Guide to understand the basics of TOK.
W10 02	Read the 'What is TOK?' section of the TOK Guide. Watch the 'What is TOK?' video.	During the second week of school.	Use the 'What is TOK?' section of the TOK Guide and the 'What is TOK?' video to understand the basics of TOK.
W10 03	Read the 'What is TOK?' section of the TOK Guide. Watch the 'What is TOK?' video.	During the third week of school.	Use the 'What is TOK?' section of the TOK Guide and the 'What is TOK?' video to understand the basics of TOK.
W10 04	Read the 'What is TOK?' section of the TOK Guide. Watch the 'What is TOK?' video.	During the fourth week of school.	Use the 'What is TOK?' section of the TOK Guide and the 'What is TOK?' video to understand the basics of TOK.





Active Revision

It doesn't matter which way they revise as long as it is an active process – for PE reading through notes does not always work!!

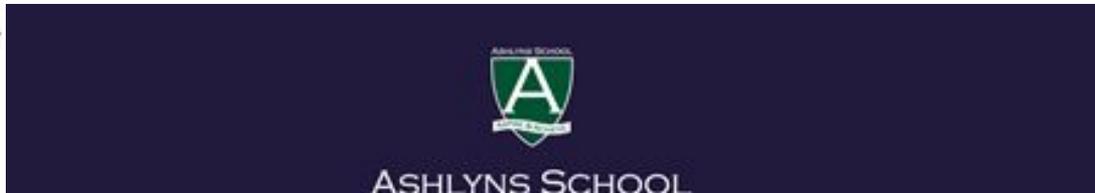
Exam Practice!





Revision methods...

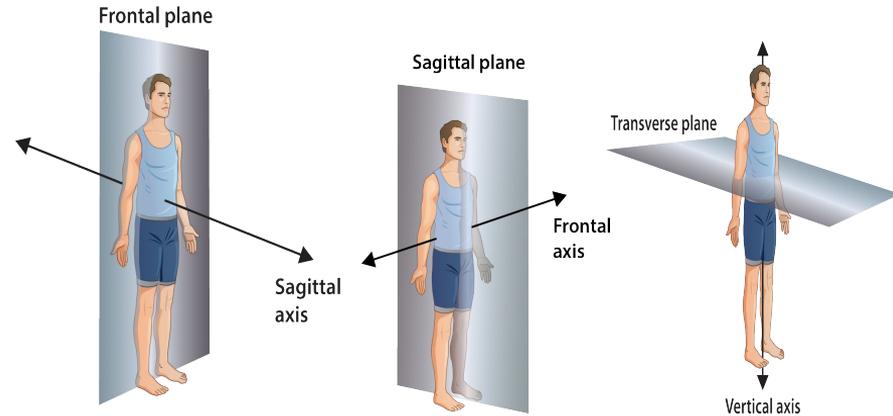
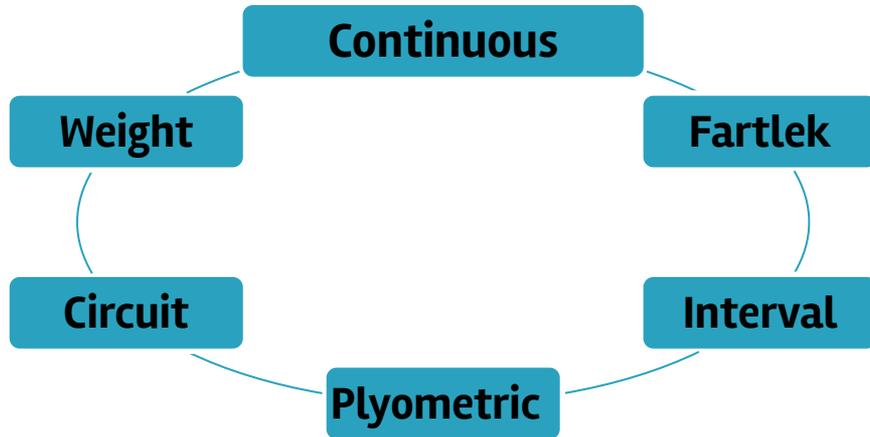
- Cue Cards
- Regular repetition
- Talk it Through- Level of Processing
- Mind Maps
- Memory Pictures
- Exam Papers





Repetition

Try to recall information frequently – flick through the index cards everyday





9 mark questions national average **2.96/9**
Plan the long answer questions

Point Explain Benefit!

Intro and conclusion!





Check Progress

Make sure they allow time to check that they have improved their knowledge and understanding.



Encourage them to test themselves from time to time.

At the end of every revision day, look at the goals that were set and assess how far they have achieved that goal.





Check

Could they do more?



Have they used a range of resources to help themselves?

Would they get all the marks?

Are they answering the question asked?



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Paper 1 Fitness and The Body Systems

THE **Examiner**

The paper:

The paper begins with some multiple-choice questions; these are designed to be accessible for candidates. The main section of the paper is devoted to one, two, three or four-mark part questions (the question total might be larger than this, but the allocation of marks within the question will have been broken down into parts, eg part (a), (b) and so on).

[Pearson Edexcel GCSE Physical Education \(2016\)](#)



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- **Recall** knowledge and demonstrate understanding of this knowledge through its application to a range of question scenarios.
- Demonstrate understanding and higher-order skills of **analysis** and **evaluation** in the two, three, four and nine-mark questions





Top Level Students:

Well-organised responses

Developed their ideas, following a point through in greater depth for 'describe and explain' questions, rather than only providing a more generalised approach to their responses

To *examine*, there needs to be ***analysis***



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To do better:

Use appropriate **technical language** when answering anatomy or movement analysis questions, for example, muscles contract and relax rather than flex and extend

Use the **command words** and number of **marks available** to help you decide the depth required in your response, for example, 'state' questions do not need descriptions or explanations

Do not repeat question words if asked to state the meaning of something, for example try to avoid the use of 'to monitor' if asked why it is important to monitor a training programme



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DO
BETTER.



To do better:

Make sure you **read** questions carefully, for example, do not explain when you need to describe, or describe when you should be explaining!

If asked to provide **two** of something make sure you use clearly **different** types of examples, for example the joint action at two different joints is still an example of joint action

If asked for **examples** make them **clear**, for example, a 'sprint start' rather than just 'sprinting'





- Use appropriate **technical language** when answering anatomy or movement analysis questions. For example, muscles contract and relax rather than flex and extend
- Use the **command** words and **number of marks** available to help you decide the depth required in your response. For example, 'state' questions do not need descriptions or explanations
- Make sure you **use** any **additional information** given to you in the question: it is there to help
- If asked to provide **two** of something make sure you use clearly **different** types of **examples**. For example, the joint action at two different joints is still an example of joint action
- If asked for **examples** make them **clear**. For example, a games player jogging back to position, rather than just 'running'
- If asked for **examples** do **not** give **descriptions**





Paper 2: Health and Performance

Candidates needed to develop knowledge and understanding of the contribution that sport and physical activity make to health, fitness and well-being and how these can impact on their own and others' performance.



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Identify **key words** in a question – these are often in **bold** to draw attention to them – but not always.

Use the **command words** and number of **marks** allocated to each question to help you with the depth and detail required of responses. For example, 'state' or 'identify' will require minimal words and no need for explanation or description



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ALWAYS STRIVE
TO DO BETTER.



To do better:

Make sure **examples** are **clear** and leave the examiner with no doubt about the point being made. E.g. ensure the example of wind is related to the ball toss in the tennis serve being blown in a different direction.

If asked to provide **two** or **three** of something, make sure that you **do not repeat the same point** but in different wording. For example, giving 'increased motivation' as a reason for goal setting as well as 'increased effort', which is the same point.



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when you know better
you do better





To do better:

Pay attention to the **command word** in the question and the mark allocation. 'Describe', 'explain' and 'discuss' will need more detailed, linked responses and will be worth more marks, such as



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- **Identify** key words in a question – these are often in **bold** to draw attention to them eg the word sport was in bold, to highlight that the consequences of deviance were in relation to sport (not the performer or sponsor). Many candidates answered this question incorrectly by stating consequences for players, rather than the sport.
- Use the **command** words and number of marks allocated to each question to help you with the **depth** and detail required of responses. For example, 'state' or 'give ' will require minimal words and no need for explanation or description.
- If asked to provide **two** or **three** of something, make sure that you **do not repeat the same point** but in different wording. For example, giving 'Complex skills require a lot of concentration' as a difference between a complex skill and a basic skill as well as 'Basic skills require less focus', which is the same point and gains only one mark.
- Pay attention to the **command** word in the question and the mark allocation. 'Describe', 'explain' and 'evaluate' will need more detailed, linked responses and will be worth more marks.
- Do not **repeat** examples or information provided in the question. For example, in Q03 many candidates repeated the health risks of osteoporosis and coronary heart disease, which was in the question and clearly not credited.





Double Check

Do explanations make sense? PEB!

Have they included a conclusion?

Have they used comparisons in their reasoning?

Have they made enough points?



REVIEW



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Changes

One less 9 mark question per paper!





**KEEP
CALM
AND
CARRY ON
REVISING**



**KEEP
CALM
AND
START
REVISING**



**KEEP
CALM
AND
START
REVISING**

GOOD LUCK!



**KEEP
CALM
AND
CARRY ON
REVISING**



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