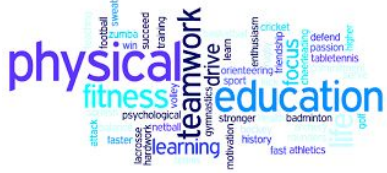




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Raising Achievement: GCSE PE



Success in GCSE PE

Raising Achievement Guidance



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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%



Practical Performance Assessment
Criteria

Practical

3 x Sports

1 x Team

1 x Individual

2 x team or individual

10 Marks Skills in Isolation

25 Marks Application





Practical

Rock Climbing

This may be assessed either indoors or outdoors

The performance of skills and techniques in isolation/unopposed situations	Application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation
<p>Candidates will be assessed on any four of the skills listed below when performed in isolation/unopposed practice as appropriate to rock climbing indoors or outdoors.</p> <ul style="list-style-type: none"> The ability to ascend a rock face making route assessment, re-assessment and carry out safe climbs employing a range of climbing holds and moves Rope management (e.g. coiling, uncoiling, preparation and carrying) Select and use a single anchor to set up top rope Select and use multiple anchors Ability to belay with different devices/detailed knowledge of protecting a bouldering climber, this may include spotting but also, for example, positioning pads, landings, etc. Ability to demonstrate different climbing techniques Tie a clove hitch, overhand knot and, as appropriate, figure of 8 on the bight Set up and undertake an abseil, demonstrating the ability to lock off the abseil device during decent/descend from boulder problems safely Use rope systems to demonstrate a range of secure anchors (e.g. wires, camming devices and fixed equipment). 	<p>Candidates will be assessed on the quality of appropriate skills, techniques and decision-making processes to meet the challenges during a conditioned/formal/competitive situation, including using the skills/techniques from isolation/unopposed situations, as well as:</p> <ul style="list-style-type: none"> adhering to rules, health and safety guidelines, and considering appropriate risk management strategies. <p>Ability to climb different routes (either indoor or outdoor)</p> <ul style="list-style-type: none"> Use a climbing wall or bouldering area Assess and use a variety of pre-placed anchors Belay another climber, hold a top-roped fall and perform a 'lower' Demonstrate confident movement on and sequencing on rock/wall employing a variety of appropriate techniques reflecting body position, balance, foot and hand holds to make use of different rock/wall features Precise footwork on small holds <p>Candidates should be assessed on their control of the skills used and techniques executed, showing mastery of external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> Fluid movement utilising momentum. <p>Timing of skills and techniques means there is always fluency to the performance:</p> <ul style="list-style-type: none"> Climbs completed on time.

Level	Mark	Descriptor	Level	Mark	Descriptor
5	9–10	<p>Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, when:</p> <ul style="list-style-type: none"> able to belay with two further devices able to demonstrate climbing techniques (ascending and descending) faultlessly and fluidly tie clove hitch, overhand knot and figure of 8 on the bight and understand their uses 	5	21–25	<p>Demonstrates a very good level of skills, techniques and decision making, with very good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <p>Demonstrates a very good level of precision when executing appropriate skills and techniques:</p> <ul style="list-style-type: none"> precise footwork on small holds <p>Always in control of the skills and techniques executed, showing very good mastery of external factors (competitors and/or environment):</p> <ul style="list-style-type: none"> fluid movement utilising momentum. <p>Timing of skills and techniques means there is always very good fluency to the performance:</p> <ul style="list-style-type: none"> climbs completed fluidly





Component 1: Fitness and Body Systems (*Component code: 1PE0/01)

Written examination: 80 marks – 1 hour 30 mins

36% of the qualification

80 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, long-answer and one extended writing question.

Section A

Questions are focused on Topic 1: Applied anatomy and physiology and Topic 2: Movement analysis.

Section B

Questions are focused on Topic 3: Physical Training.

Section C

One extended-response questions related to Topic 3 Physical Training.

Topic 4: Use of data is embedded throughout the paper where appropriate.

Students must answer all questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 7: Calculators*.



Component 2: Health and Performance (*Component code: 1PE0/02)

Written examination: 1 hour and 15 minutes

24% of the qualification

60 marks

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, long-answer and one extended writing questions.

Section A

Questions are focused on Topic 1: Health, fitness and well-being.

Section B

Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences.

Section C

One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences.

Topic 4: Use of data is embedded throughout the paper where appropriate.

Students must answer all questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 7: Calculators*.





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 500m x 400m 200m x 800m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 500m x 200m 200m x 400m 100m x 800m	5 MILES Easy	CROSS-TRAIN 30-45 mins	10 MILES Easy
WEEK 2	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 500m x 400m 200m x 800m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 500m x 200m 200m x 400m 100m x 800m	5 MILES Easy	CROSS-TRAIN 30-45 mins	12 MILES Easy
WEEK 3	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 500m x 400m 200m x 800m	STRENGTH TRAIN	HILL TRAIN 1000m x 100m 500m x 200m 200m x 400m 100m x 800m	6 MILES Easy	CROSS-TRAIN 30-45 mins	13 MILES Easy
WEEK 4	ACTIVE RECOVERY	SPEED TRAIN 2000m x 100m 1000m x 200m 500m x 400m 200m x 800m	STRENGTH TRAIN	TEMPO TRAIN 2000m x 100m 1000m x 200m 500m x 400m 200m x 800m	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 500m x 400m 200m x 800m	STRENGTH TRAIN	TEMPO TRAIN 2000m x 100m 1000m x 200m 500m x 400m 200m x 800m	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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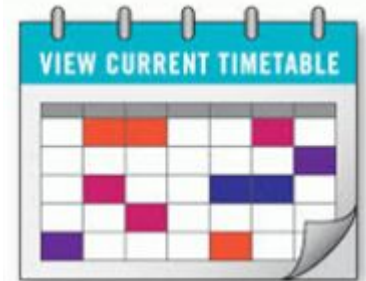


General Tips

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

TOK TRAINING PLAN

	CONCEPTS - GROUP 1 (10 MARKS)	CONCEPTS - GROUP 2 (10 MARKS)	CONCEPTS - GROUP 3 (10 MARKS)
	WEDNESDAY	THURSDAY	FRIDAY
W1	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority
W2	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority
W3	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority
W4	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority 	<ul style="list-style-type: none"> 1. The nature of knowledge 2. The limits of knowledge 3. The role of reason 4. The role of emotion 5. The role of imagination 6. The role of intuition 7. The role of instinct 8. The role of habit 9. The role of tradition 10. The role of authority





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...

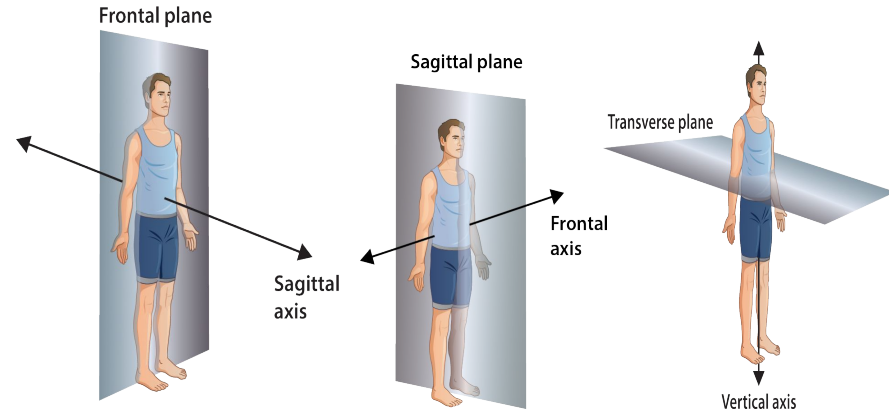
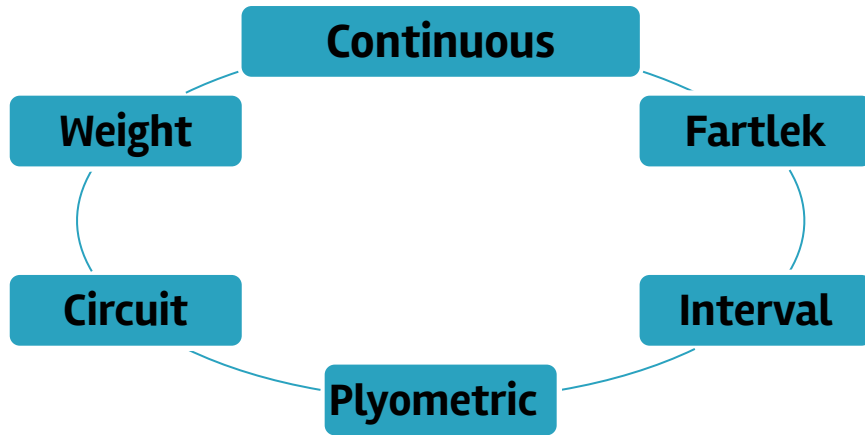
- Cue Cards
- Regular repetition
- Talk it Through- Level of Processing
- Mind Maps
- Memory Pictures
- Exam Papers





Repetition

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





9 mark questions national average 3.1/9
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:

Section A and Section B begin with four multiple-choice questions; these are designed to be accessible for candidates. The remainder of Section A and Section B of the paper is devoted to one, two, three or four-mark part questions (the question total might be greater than this, but the allocation of marks within the question will have been broken down into parts, eg part (a), (b) and so on). Section C, the final section of the paper, comprises one extended response

[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

If asked for examples make them clear, eg 'take off in high jump' rather than just 'high jump'

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

Use the writing space provided as a guide

Make sure you use any additional information given to you





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

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

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

Make sure you use any additional information given to you in the question help. 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





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

Use continuous prose instead of bullet points in EAQ





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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Only one 9 mark question per paper but the paper is not tiered!





**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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