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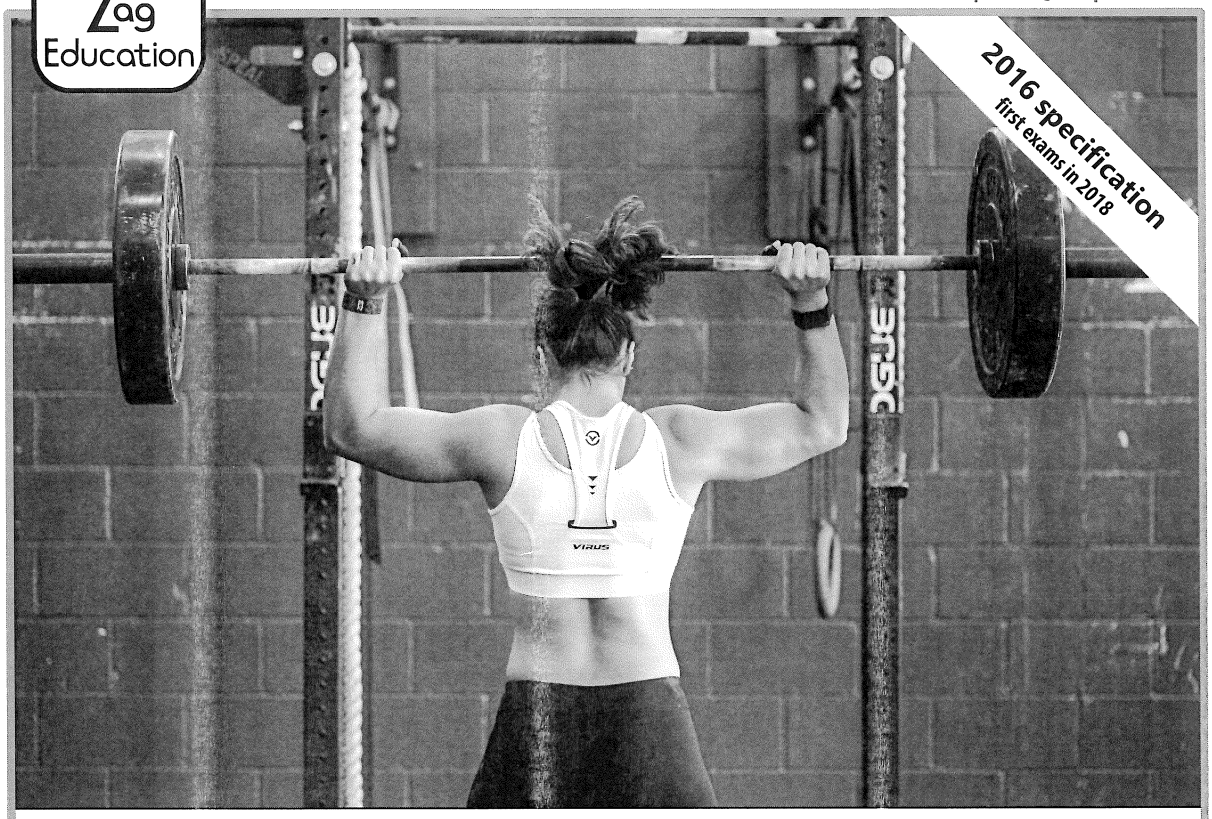

Exam Preparation Pack

for AQA GCSE PE

N Laws

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POD 9750

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Teacher's Introduction

This exam preparation pack has been carefully created to help students prepare for their AQA GCSE Paper 1 (30% of GCSE) and Paper 2 (30% of GCSE) exams and feel confident with their ability to tackle questions that may arise.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

This resource has been split accordingly into chapters, each covering a variety of questions which are likely to appear in the exam; for example, multiple-choice questions, objective test questions, short-answer questions and extended-answer questions. This exam preparation pack aims to help students:

- Learn useful exam tips
- Understand the different types of command word that may arise, and what each command word expects from the students
- Learn to analyse the different types of questions that they may be asked, by identifying key components of a question to understand its expectations
- Understand differences in questions and expectations that arise from these differences
- Understand assessment objectives and how these are awarded for different questions
- Practise skills through chapter activities to test their understanding of each question type (this also aims to cover the specification content so this is also an opportunity to test their knowledge)
- Apply their knowledge of both papers of the new AQA 9–1 GCSE PE specification through end-of-chapter exam-style practice questions
- Learn how examiners will mark exam-style questions, inclusive of assessment objectives and levelled mark schemes, to fully understand the requirements of questions

As students will be taking two papers – paper 1 and paper 2 – this resource has been split accordingly to allow students to learn and practise their new skills for both papers equally.

PAPER 1 PAPER 2

Activities throughout draw upon both papers, providing equal practice for both. Each section is then followed with a set of practice questions for each paper.

N Laws, April 2019

This resource is intended to supplement your teaching only. The entire specification has **not** been covered, though this resource has aimed to cover as much as possible.
It is the teacher's responsibility to decide how to use this resource to assist themselves and their students appropriately. You may simply wish to read this material to better inform yourself and to help you prepare your lessons and give yourself ideas for your teaching. You may also consider handing out some of the sheets for reference and using some of the activities for classwork and homework. You may also consider handing out the resource to be worked through by your students more independently.
As with all pre-release material, it is the teacher's responsibility to decide in what way to assist their students. It is the teacher's responsibility to decide how this resource in particular can be used to fit into that assistance.

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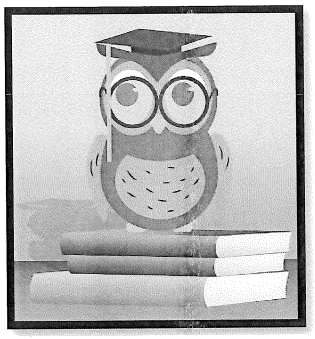
Guide to This AQA GCSE Exam Preparation Pack

Chapter 1 – Exam tips



This chapter aims to provide students with tips that they can apply to their exam, in order to help them to achieve the best marks. Students will be encouraged to apply these exam tips throughout the pack, such as for exam-style questions.
This chapter also provides a comprehensive list of command words that students should expect in their exam. A description of what each command word expects from the students has been given, and two example exam-style questions, using particular command words, have been provided (using practice questions from both paper 1 and paper 2).

Chapter 2 – Writing tips

This chapter provides useful writing tips and highlights the importance of basic writing skills, such as the use of physical education terminology, that will be expected for given topics within the exam, and also the importance of high-quality spelling, punctuation and grammar.

Chapter 3 – The major question types

This chapter is split into five major question types. The aim is that each section will teach students what each question type is asking, as well as allowing them to practise answering and marking answers.

- **Section 1:** Multiple-choice questions (1 mark)
- **Section 2a:** Objective-test questions (1–2 marks)
- **Section 2b:** Objective-test questions: data interpretation (1–3 marks)
- **Section 3:** Short-answer questions (2–4 marks)
- **Section 4**: Extended-answer questions (6 and 9 marks)

Each section is further split into four parts:

- **'Introduction'** – introduces the question type and outlines the aims and command words.
- **'Analysing'** – takes students through a detailed analysis of the types of question style likely to come up and how they should analyse a question in each style.
- **'Planning'** – teaches how to plan answers for different question styles where appropriate planning is needed.
- **'Marking your answer'** – provides students with an opportunity to see how marks are allocated.

Each part includes **activities** for students to practise each part of the question throughout and is then followed up with **practice exam-style questions** to apply all of the information, for students to practise what they have learnt and apply their understanding.

All of the practice exam questions include a **mark scheme** similar to the one that will feature in the exam. Written in a student-friendly way, this AQA-style marking scheme gives advice on and a breakdown of how to mark students' answers.

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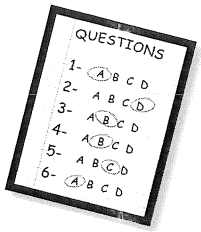
Chapter 1 – Exam Tips

In the exam



For each paper you have 1 hr 15 minutes to answer a range of questions worth 78 marks, including multiple-choice, objective-test, short-answer and extended-answer questions. Paper 1 has approximately seven multiple-choice questions, and paper 2 has approximately five or six multiple-choice questions at the beginning, followed by a mixture of objective-test and short-answer questions (up to 6 marks), and finishing with one 6-mark and one 9-mark extended-answer question.

How to tackle a question

If you open the paper and see a question you didn't expect: don't panic! Take a breath, stay calm and then follow the steps below. Whatever you do, don't just start writing down everything you know.

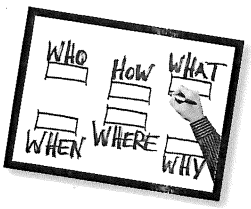
Reading the whole paper:

- Remember to take your time at the beginning, reading through **all** of the questions.
- You don't have to answer them in any particular order, but be aware that sometimes AQA orders the questions for a reason, and earlier questions might help you or provide you with confidence to answer later ones.

Reading through the question:

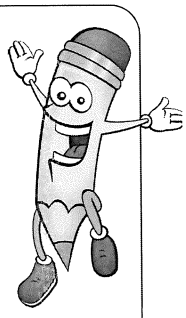
- Too often, students misunderstand the question and lose marks unnecessarily.
- It might be useful to underline or highlight the keywords and command words, but make sure you focus on what the question is asking you to do overall.
- Pause before starting to write an answer, to allow time for the question to fully sink in; do not rush.

Planning:



- After reading through the question, make sure you plan your answer carefully.
- This stage is key to getting higher marks, so make sure you don't skip it. Planning can:
  - help you structure your answer
  - help you answer the question properly
  - save time
  - prompt you to remember a key answer that you may otherwise forget
- You may write any rough work and planning in your exam paper, but make sure you put a clear line through it; this will indicate to the examiner that it is not to be marked.

Writing:



- Remember to pace yourself and think about spelling, grammar and legibility as well as the content.
- You can use as many additional sheets as you need, but try to focus on quality rather than quantity when it comes to writing. Don't be put off by how much people appear to be writing around you.
- Any mistakes you make – clearly cross them out; don't use corrector pens, fluid or tape.
- If you get stuck with a question, leave it and go on to another one, leaving time to come back to it at the end if you have time left.
- If you are working on additional pages, make sure you leave some space at the end of each question so that you have space to fill in any extra information later.
- If you have finished your exam and there is still time, do not just sit there. Go back to the questions and expand on your answers where possible; you may find that you forgot to add a key answer previously.

Checking:

- Leave some time after you have finished writing to go through your answers, correcting spelling, grammar and terminology errors and making sure you haven't left anything important out.
- Finally, double-check that your candidate details are on any extra sheets you may have, and put them in the correct order with your answer book, using a treasury tag to attach them if you need to.
- Put a cross through any pages and notes that you don't want marked, e.g. planning pages.

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Command words

In your exam, you will come across keywords indicating what type of approach you need to take when answering the question. These keywords are 'command words'. Each question that you get may ask you a different command word, meaning each question is asking you to do something different to answer the question. It is important that you understand the differences between command words.

The table below is a list of command words that may be included in questions. It gives you an explanation as to what you should do to answer the questions and gives examples of questions from across both papers. Additionally, although not set in stone by AQA, the listed associations can generally be made about the assessment objectives. But this can also depend on the number of marks given for the question. Ensure that you read the **'Analysing the question'** section at the start of each chapter to learn more about assessment objectives and question types.

Command word	Meaning behind the command words	Example exam-style questions you may see	Possible AO
Analyse	Information should be separated into individual components where you can identify their characteristics and draw valid conclusions.	**Paper 1:** Using your knowledge on training zones and training seasons, *analyse* how a hockey player would plan their training for the year leading up to a competition (9 marks) **Paper 2:** *Analyse* the data in the table and identify which student is identified as obese (1 mark)	**AO2/AO3**
Calculate	Calculate information provided, such as data, in order to work out its value.	**Paper 1:** How is cardiac output *calculated*? (1 mark)	**AO1**
Compare	Information should be separated into individual components where you can identify any existing similarities or differences and draw conclusions.	**Paper 2:** Using the data in Figure 2, *Compare* the inactivity rates of different age groups (2 marks)	**AO3**
Complete	Finish an activity by filling in answers which may be missing, such as tables, sentences or labelling diagrams.	**Paper 1:** *Complete* the table below to identify one advantage and one disadvantage of using diuretics for the athlete (2 marks) **Paper 2:** *Complete* Figure 1 to demonstrate the stages of an effective warm-up (3 marks)	**AO1/AO2**
Define	Provide the distinct meaning of the information provided.	**Paper 1:** *Define* eccentric contraction, using an example in your answer (2 marks) (1 × AO1, 1 × AO2) Define the term EPOC (1 mark) (1 × AO1)	**AO1** (You may be asked to give an example with a definition, which will often add an AO2 mark)
Describe	Provide information on the given set characteristics of a given topic or thing.	**Paper 2:** *Describe* two examples of sportsmanship in a sport of your choice (2 marks) (2 × AO2) Physical activity participation provides essential human needs. *Describe* two social benefits of taking part in physical activity (4 marks) (4 × AO2)	**Typically AO1** (If describing examples, this may be AO2 marks)

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Command word	Meaning behind the command words	Example exam-style questions you may see	Possible AO
Discuss	Using a particular topic or particular something, suggest the key points that present themselves and use this to highlight important strengths and weaknesses of this.	**Paper 2:** *Discuss* the suitability of rugby as a sport for an athlete with a mesomorph somatotype (4 marks)	**AO3**
Evaluate	Draw valid conclusions on a given topic or something, judging all the evidence available.	**Paper 1:** *Evaluate* the importance of a cool-down for a group of netball players in aiding recovery immediately after a competition (6 marks) (1 × AO1, 2 × AO2, 3 × AO3) *Evaluate* the effectiveness of a rugby player combining weight training with continuous training (9 marks) (2 × AO1, 2 × AO2, 5 × AO3) **Paper 2:** *Evaluate* the use of intrinsic motivation for a novice performer (3 marks) (3 × 3 AO3 marks)	**AO1/AO2/AO3** (Note for the example questions given how the assessment objectives are likely to be broken down)
Explain	Provide valid reasons or purposes of a particular something.	**Paper 1:** *Explain* how the use of a warm-up can reduce the risk of injury for a swimmer (3 marks) **Paper 2:** Classify the skill of golf putting against the following skill continua: • Basic/complex • Self-paced / externally paced • Gross/fine • Open/closed *Explain* your answers (4 marks)	**AO1/AO2**
Identify	Provide the name or highlight a key point or characteristic of something.	**Paper 1:** *Identify* the type of synovial joint at the hip and the knee (2 mark) (2 × AO1). Using the image, *Identify* the lever being used at the ankle as the long jumper takes off (1 mark) (1 × AO1). **Paper 2:** Using examples in sport, *identify* two techniques that could be used to control stress and anxiety (4 marks) (2 × AO1, 2 × AO2)	**Typically AO1** (If identifying with examples this may add AO2 marks)
Justify	Support your answer or the statement provided in the question.	**Paper 1:** *Justify* the importance of sweating during exercise (4 marks) (4 × AO3) **Paper 2:** Give an example of a basic skill. *Justify* your choice (4 marks) (1 × AO2, 3 × AO3)	**AO3** (May include AO2 marks if giving an example)
Name	Provide a name for something.	**Paper 1:** *Name* two long bones and, using a sporting action of your choice, suggest how these bones aid sporting performance (4 marks) (2 × AO1, 2 × AO2) **Paper 2:** *Name* two characteristics of an introvert (2 marks) (2 × AO2)	**AO1** (May add AO2 marks if asking you to link to a sport/performance)

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Command word	Meaning behind the command words	Example exam-style questions you may see	Possible AO
Outline	Highlight some of the main characteristics or reasons for something.	**Paper 1:** *Outline* two physical characteristics of veins and two physical characteristics of arteries (4 marks) (4 × AO1)	**AO1** (May add AO2 marks if asking you to link to a sport/performance)
		Paper 2: *Outline* the difference between sportsmanship and gamesmanship, using examples (4 marks) (2 × AO1, 2 × AO2)	
Suggest	Give a possible reason or solution for something.	**Paper 1:** *Suggest* two considerations a football player could make to prevent injury (2 marks) (2 × AO2)	**Typically AO2**
		Paper 2: *Suggest* three possible reasons why an athlete would choose to take performance-enhancing drugs at an elite level (3 marks) (3 × AO2)	
State	Give a name or brief indication of something.	**Paper 2:** *State* two possible negative effects that obesity may have on social health (2 marks) (2 × AO1) *State* two possible negative side effects an athlete may suffer as a result of taking anabolic agents (2 marks) (2 × AO3)	**AO1**

It's important to note some questions may combine command words, such as:

- **State** what happens... and **explain** the reasons for...
- **Analyse** the information... **suggest** which... **Justify** your answer.
- **Outline**... **Justify** why...

You may also come across other words in your exams as part of the questions or as the leading command, such as:

- **Draw** – May be asked to draw a simple diagram, such as a lever system. Typically AO2 marks.
- **How** – Used to ask in what way, e.g. how much or how many. Typically AO1 marks.
- **Plot** – Usually used to ask you to plot information given onto a graph; demonstrating ability to label axis, use appropriate numbering and plot points accurately. Typically AO2 marks.
- **What** – Often objective-test questions asking simple-knowledge questions (AO1).
- **Which** – Often associated with multiple-choice or objective-test questions, assessing knowledge (AO1) or application of knowledge to sport performance (AO2).
- **Apply** – This is usually asking you give specific examples in a recognised way (AO1/AO2).

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How your marks are awarded

Every time the examiner reads your answer, they will be comparing it against a mark scheme, which helps them to establish what mark you should be fairly given. It is also important that you understand how marks are awarded, as you will learn the depth of detail you should go in to achieve top marks.

Assessment objectives

Assessment objectives (AOs) assess qualifications, giving a clear framework as to how answers should be marked. In your exam, they progress from AO1 (which are usually knowledge-based) to AO3 (which require analysis and evaluation of concepts).

Note the approximate assessment objectives for your GCSE PE exams below. This will fluctuate slightly, but will be around about the figures given.

	Assessment objective outcome	Paper 1 30% of GCSE	Paper 2 30% of GCSE
AO1	Demonstrate knowledge and understanding of factors that underpin performance and involvement in physical activity and sport.	13% of GCSE **42% of paper**	12% of GCSE **40% of paper**
AO2	Apply knowledge and understanding of factors that underpin performance and involvement in physical activity and sport.	10% of GCSE **33% of paper**	10% of GCSE **33% of paper**
AO3	Analyse and evaluate factors that underpin performance and involvement in physical activity and sport.	7% of GCSE **24% of paper**	8% of GCSE **27% of paper**

Most of the questions in your paper will be given instructions on how marks are awarded, alongside the assessment objectives awarded for that question.

For example, the following question would have the following similar mark scheme:

PAPER 2

*Q1. Using examples in sport, identify **two** techniques that could be used to control stress and anxiety.* (4 marks)

Q1. Marks for this question: AO1 = 2, AO2 = 2

Award **up to 4 marks** for the following, maximum **2** marks for AO1 and **2** marks for AO2.

Any two from (AO1):

- Deep breathing
- Mental rehearsal / visualisation / imagery
- Positive self-talk

Answer must be linked to sporting examples of chosen sport (AO2). For example:

- Deep breathing could be used to control heart rate in archery, to steady the nerves.
- Mental rehearsal / visualisation / imagery could be used to imagine the perfect technique for a drive off the tee in golf.
- Positive self-talk could be used to motivate a cyclist before a track event, to put them in a positive state of mind.

Accept other suitable answers. Answers must be linked to chosen sport / physical activity.

Many questions will have an option for the examiner to mark other suitable examples, as sometimes it is impossible to provide all possible answers for some short-answer and extended-answer questions.

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Level marking

A levelled mark scheme is where answers can be broken down into levels, see below levels 1, 2 and 3 and are often used for 6-mark questions and 9-mark questions.

At first, examiners will read your written answer, then apply the given mark scheme thoroughly. The levels generally follow the pattern outlined in the table below, and along with the indicative content, examiners will mark accordingly in order to give your answer a fair mark. For example, if your demonstration of knowledge is 'accurate and well-detailed' (level 3), but your 'application and evaluation is clear but not applied throughout' (level 2), the answer may be awarded 4 marks.

This process follows the 'line of best fit' so it's important that you address the assessment objectives clearly and in view of that, structure is key. This will be covered in more detail in Chapter 3, section 4: Extended-answer questions.

	Marks	Knowledge	Application	Evaluation/ analysis	Quality of writing	Terminology
Level 0	**0**	No relevant content	No relevant content	No relevant content	No relevant content	No relevant content
Level 1 (basic)	**1–2**	Little or limited knowledge	Inappropriate or no application given	Evaluation lacks focus and is poorly written, with no logical conclusions	Spelling and grammar are poor, and the answer is poorly structured and lacks clarity	Absent or incorrect
Level 2 (developing)	**3–4**	Knowledge is evident but not all detailed	Some appropriate and effective application	Evaluation is clear but is not applied throughout	Answer lacks consistency in places	Appropriately used on some occasions
Level 3 (comprehensive)	**5–6**	Knowledge accurate and well detailed	Application mostly clear and effective	Evaluation/ analysis is thorough and reaches valid and well-reasoned conclusions	Answer is generally clear, consistent and focused	Appropriate use of terminology throughout

Note that 9-mark questions will be:

- 1–3 marks for level 1
- 4–6 marks for level 2
- 7–9 marks for level 3

but will follow a similar descriptor for each level.

It's also worth noting that extended-answer questions will likely have a split of marks across assessment objectives:

- 6-mark questions typically have 1 × AO1, 2 × AO2 and 3 × AO3 marks
- 9-mark questions typically have 2 × AO1, 2 × AO2 and 5 × AO3 marks

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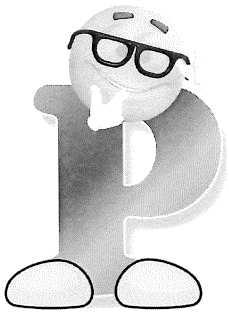
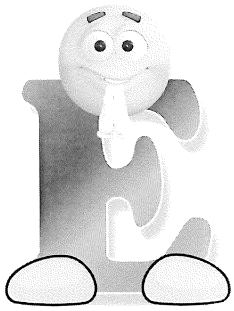
Chapter 2 – Writing Tips

Writing structure

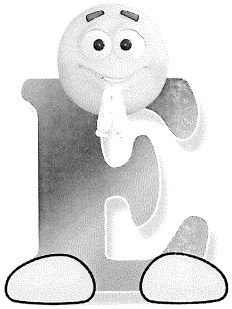
Your short-answer questions (i.e. 4-mark questions) and the extended-answer questions (6 marks and 9 marks) should not be a paragraph of 'waffle' and should instead be a carefully crafted paragraph that is well put together and easy for the examiner to read. After you have first **read** the question, you should allow yourself a few moments to allow the question to fully sink in. Then, you should use a piece of scrap paper to jot down any **important points** you wish to make, such as which sporting example you are going to use. Then, you could also write notes on how to apply the **PEEL** method (see below).



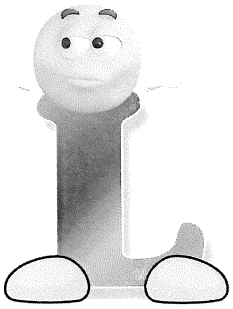
POINT
Your **first** sentence should introduce the **main point** of your answer.



EVIDENCE
Next, provide **examples** to support your point.



EXPLAIN/ EVALUATE
Prove that you know how the evidence you gave supports your point.



LINK
Finally, your last sentence should **reinforce** your original point.

Let's see this in action with a real-life question...

PAPER 1 *Justify why cardiovascular endurance is an important component of fitness for a triathlete.* (4 marks)

In action...

Cardiovascular endurance, the heart and lung's ability to supply the working muscles with oxygen, is an important component of fitness for a triathlete. 1 × AO1 — **POINT**

In order to perform a triathlon, a long-distance event, it is imperative to consistently supply the body with fresh oxygen and remove waste products such as carbon dioxide and lactic acid. 1 × AO3 — **EVIDENCE**

Without good cardiovascular endurance during a long-distance event, the athlete will tire easily and fatigue will set in, causing the athlete to slow down, or even stop. 1 × AO3 — **EXPLAIN/ EVALUATE**

Therefore, good cardiovascular fitness is an important component of fitness for a triathlete, as this prevents the onset of fatigue while supplying the working muscles with fresh oxygen. 1 × AO3 — **LINK**

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Terminology, spelling and quality

Physical education terms

One of the points you are being assessed on is the correct and appropriate use of physical education / scientific terms that are used within a given topic or scenario.

However, don't use physical education / scientific terms if they are unnecessary or you are unsure of their meaning: you want to include them only when they are relevant and useful. If in doubt, make sure you write clearly and concisely so that your examiner understands what you mean; you should always assume that the examiner is new to physical education and never assume that they will know what you mean.

Spelling, punctuation, grammar and legibility

It can often be hard to think about these in the exam hall, but proper spelling, punctuation and grammar really help keep your meaning clear. They also keep your sentences from getting too long, which aids with clarity and readability.

While examiners are used to reading all sorts of handwriting, it is good to try to keep your answers as readable as possible. Your examiner may not be able to mark your work fully if they are not quite sure what your answer says. In the worst instance, an examiner may refuse to mark your answer if it is totally unreadable. During your exam, slow down while writing, and check often that your letters are an appropriate size. The final read-through of your answers before finishing can also help pick up on any words which are especially tricky to read.

Quality over quantity

Writing skills are only important in that they help keep your meaning clear and communicate your knowledge and understanding. You will not be awarded any marks on the basis that you wrote a really long paragraph; you are rewarded based on your demonstration of appropriate knowledge and ability to answer the question correctly and apply evidence to support your answers. It is better to have a focused and clear answer than a waffled answer stuffed with complex words that misses the question.

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