

EXAM TECHNIQUES

GCSE PE

Edexcel GCSE PE 2024 (1PE0) Paper 1

Date: 22nd May Time: PM Marks: 80 Length: 90 min Marks per min: 0.89

REVISION

Watch our live revision sessions on
youtube.com/TheEverLearner



Wed 8th May 16:30

Most examined topics

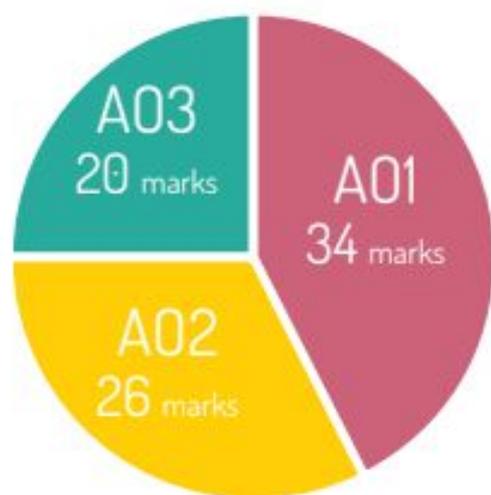


Skills



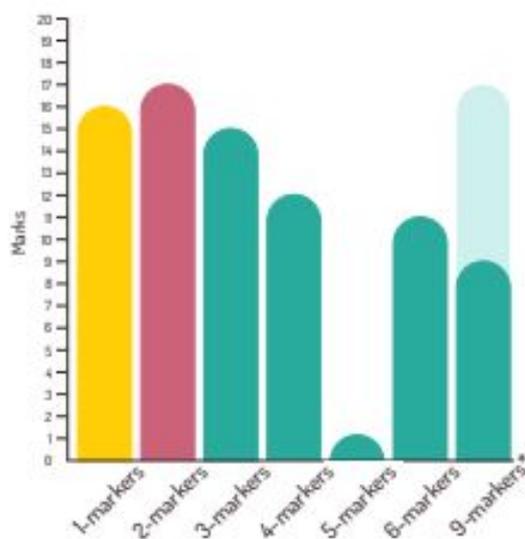
* Only one EAQ per paper from 2023. Historically, the average is 15 marks, but in 2024 it will be 9.

A0 coverage



A0 coverage for Paper 1 2023. Average for Paper 1 since 2018 is A01-37, A02-30, A03-22 (two 9-markers until 2022).

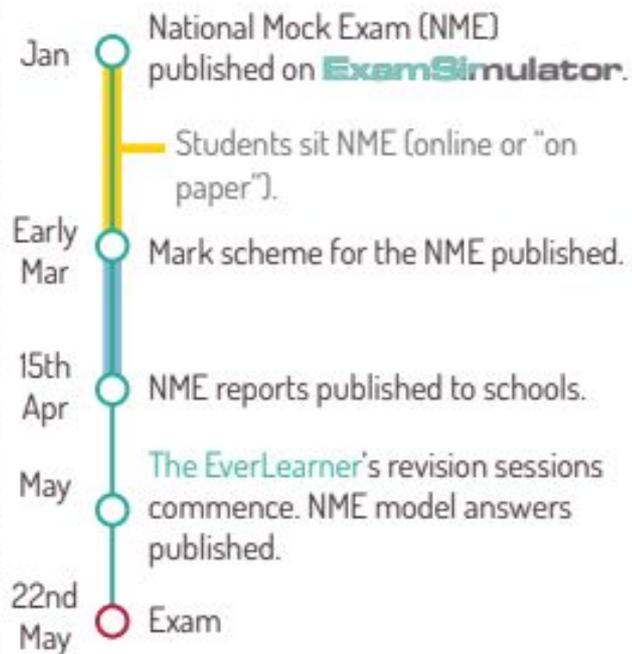
Mark allocation



* Historical average in light green. Since 2023, there is one 9-marker only per paper, so nine marks only.

Average marks for all Paper 1s since 2018

Timeline 2024



Overview

As part of our on-going review of our qualification, we decided to review and refine our GCSE PE qualification to best suit our centre's needs.

We have consulted centres over the past few months through various surveys, focus groups and phone conversations to shape this revised qualification. We have listened and take on board your feedback and are now pleased to present to you our revised qualification for first assessment from summer 2023.

Components 1 and 2

It is important to note that there are no changes to the content.

The following changes are for first assessment for 2023:

- 3 sections per paper: A, B and C splitting topics
- Reduction of 10 marks per paper – 1 AO1 mark and 1x9 markers
- Reduced examined time for Paper 1 only
- Evaluate as only command word for 9 extended questions

Paper 1	Paper 2
Section A: Anatomy & Physiology and Movement analysis Section B: Physical Training Section C: One extended response on Physical Training topic only	Section A: Health, Fitness and Wellbeing Section B: Sports Psychology and socio-cultural influences Section C: One extended response from section B: Sports Psychology and socio-cultural influences
80 marks - 1 hour 30 mins	60 marks - 1 hour 15 mins

NEW EXAM CONTENT

Command term	Description	Assessment Objectives		
		A01	A02	A03
Identify	Can require a selection from a given stimulus or resource, for example an option from a multiple-choice question or analysis of data from source material such as a graph, or can be synonymous with give/state.	✓	✓	
State	Generally involves the recall of a fact, for example 'State one benefit of exercise...' but can, when used in relation to a context, be used to determine a student's grasp of information presented, for example a data analysis question. Can be synonymous with give/identify.	✓		
Give	Generally involves the recall of a fact, or an example based on the given stimulus. For example, 'Give an example of a specific sporting movement....' Can be synonymous with identify/state.	✓		
Describe	Account of something without reasons. Statements in the response need to be linked, for example 'Describe the lever system operating at the elbow.'	✓	✓	
Complete	Required to add information based on a stimulus/resource. This could be to complete a table, graph, chart or missing word/phrase from a sentence/statement.	✓	✓	

Command words to be aware of - highlight key terms

Command term	Description	Assessment Objectives		
		A01	A02	A03
Explain	Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore...'	✓	✓	
Justify	Give reasons for answers. This could range from a single response to extended writing answers, depending on question context. For example, 'Justify the use of interval training to improve...'			✓
Discuss	Required to explore the issue/situation/problem that is being assessed in the question context, articulating different or contrasting viewpoints, for example advantages, disadvantages.	✓	✓	✓
Analyse	Break something down into its component parts. This could be in relation to movement analysis.	✓	✓	✓
Evaluate	Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement of a subject's qualities and relation to its context.	✓	✓	✓

Be prepared to explain

As you can see above, explaining is a key skill. Edexcel consider that explaining...

'Requires a justification/exemplification of a point. The answer must contain some linked reasoning. For example, the format of the response may be 'fact... because... therefore...'

In other words, you need to be able to state "how" and/or "why" for every single topic on the course. Simply knowing a definition or being able to describe a concept well within "Explain" responses is not enough.

Explain why...	Explain how...
because	through
this means	by
as a result	via
therefore	as a result of
the reason for this	caused by

You, as a PE and/or Sport student, should be making your examples using the **E-I-O** model.

Don't worry, it's super simple and you will be able to do it. It works like this:

- **Example**: You make your **example** of the concept that you are writing about.
- **Impact**: You state the **impact** of the concept on the **example**.
- **Outcome**: You state what this **impact** causes in terms of an **outcome** of movement, performance or health.

So, we can look at an example here. Let's say that you receive this question:



Explain how agility contributes to the performance of basketball.

Explain how agility contributes to the performance of basketball.

Example

Impact

Outcome

Agility is important when you're dribbling because it allows a player to move efficiently and with control around defenders to find space so that they can take an unopposed shot at the basket.

Look closely at the answer. Can there be any doubt that a student has followed the E-I-O model and has fully explored the example?

In this case, we can summarise as follows:

- **Example** : Dribbling
- **Impact** : Efficient spatial awareness
- **Outcome** : Unopposed shot

Example - Impact - Outcome



A02

When you make your example, you MUST state the impact and the outcome of the concept on the example. Let's take our own example:

Manual guidance is when a table tennis coach physically manipulates the player's wrist into the forehand position allowing the player to hit with more topspin and causing them to play more attacking shots with consistency.

Example

Impact

Outcome



Explain why PE students need to eat protein.



Give this a go ... see if you can apply the E.I.O method.

LETS TAKES LOOK.....



Explain why PE students need to eat protein.

EXAMPLE

Eating/drinking protein for lunch after a PE lesson...

IMPACT

...so that I can recover faster and my muscles adapt...

OUTCOME

...so that I can move consistently in my very next PE lesson.

9 MARK STRUCTURE



A01 x marks
(Knowledge)

Chunked approach:

- Cover all A01.
- Then, cover all A02.
- Then, cover all A03 (evaluation).
- Then, conclude the answer.

A02 x marks
(Application)

Blended approach:

- Cover A01, A02 and A03 (evaluation) in all paragraphs.
- Then, conclude the answer.

A03 x marks
(Evaluation)

A rugby player is using the FITT principle to improve the impact of their weight training. Analyse the use of FITT to increase muscular strength and the impact this has when playing rugby.

Frequency is **1** how many times per week the rugby player trains. In order to overload with FITT, the player must **2** move from two sessions per week to three and possibly even four by the end of the programme. The impact could be them be able to **3** play more games more often but, more likely, to recover faster between games. **4** Intensity is the % of 1RM that the player is lifting. To overload their training they may **5** move from 80% of 1RM in week two to 85% of 1RM in week three and so on. This will train the player to be able to **6** apply more forceful tackles or to lift a **7** teammate in the line - out with more force. Time is the number of **8** reps and sets the player performs as well as the recovery time between sets. To overload, the player may **8** shift from 3 sets of 6 reps with 45s recovery to 3 sets of 6 reps with 30s recovery.

Whilst this is technically "reducing the time" of training, it is overloading using the time variable. The alternative would be to increase sets from three to four and so on but the impact would be that the player could **9** keep sprinting repeatedly in the periods **10** when the ball remained in play. Type is the **11** range of different lifts that the rugby player uses. They can overload by **11** incorporating new lifts such as rebound squats and deadlifts in addition to **12** basic squats. The impact is that the player **12** remains motivated and excited about training and prevents tedium.

REMEMBER THE FOLLOWING TIPS

1. **READ** the question first
2. **Highlight** the key command word “state” then key words.
3. **Annotate** the question - what do you need to say.
4. **Look** at the marks eg 3 mark answer
5. **Do** questions you know - go back to ones you struggle on.
6. **Structure** your answers - do not waffle.
7. **Use** appropriate / effective terminology.
8. **Go** back over and read your answers.

