

How to get an A* in your GCSE PE exam

The aim of this help sheet is to give ideas that you can use to prepare as well as possible to achieve an A* in your written exam.

Follow these guidelines as part of a thorough revision experience.

1. Learn the command words
2. Practise how to answer 6-mark questions
3. Use the E-I-O method when making examples
4. Know components of fitness, fitness testing and methods of training inside out.
5. Make revision cards

1. Learn the command words

If you are able to really understand the requirements of these skills, you are going to develop an excellent advantage. Take a look at the table below and start to think about how to respond when asked to develop each different skill.

Command term	Description	Assessment objectives		
		AO1	AO2	AO3
		1-2 marks	3-4 marks	5-6 marks
Identify	Name or otherwise characterise	✓	✓	
State	Express clearly and briefly	✓		
Define	Specify meaning	✓		
Describe	Set out characteristics	✓	✓	
Explain	Set out purposes or reasons	✓	✓	
Justify	Support a case with evidence			✓
Discuss	Key points about different ideas or strengths and weaknesses of an idea			✓
Analyse	Separate information into components and identify their characteristics			✓
Evaluate	Judge from available evidence			✓

Assessment objectives

AO1 Demonstrate knowledge and understanding

AO2 Apply knowledge and understanding

AO3 Analyse and evaluate

2. Practise how to answer 6-mark questions

Throughout your exam paper, there will be at least 3x 6-mark questions. It is important that you are able to answer these questions correctly by understanding how these questions need to be answered. You will practise these types of questions regularly in your lessons.

Can you think of your questions to answer? Make up your own question and mark scheme.

3. Use the E-I-O method when making examples

EXAMPLE – IMPACT – OUTCOME

When you make your example, you MUST state the impact and the outcome of the concept on the example. See two examples below:

Example 1

Agility is critical in basketball when dribbling the ball as the player can maintain control whilst quickly changing direction and, therefore, dribble in and out of spaces around defenders without losing possession of the ball.

Example
Impact
Outcome

The answer states the example (dribbling), and states the impact of the concept/agility and has gone on to state the outcome of the concept. This is the standard I urge you to achieve when making your own examples.

Example 2

During maximal exercise such as a 1500m race, the diaphragm contracts maximally to flatten to its lowest point and to push the ribs up and outwards even further than during less intense exercise. This causes an even greater increase in the size of the thoracic cavity and an even greater reduction in air pressure in the lung causing even greater quantities of air to be drawn in and a greater diffusion leading to the racer being able to run at higher intensity aerobically.

Example
Impact
Outcome

Students will often mix impact and outcome and this is absolutely fine. The key is that the student is developing their example to ensure they write what happens because of the concept/example.

4. Know components of fitness, fitness testing and methods of training inside out.

By some margin, components of fitness, fitness testing and methods of training have historically been heavily examined topics.

- a) These topics are examined every year with substantial marks available on every paper.
- b) Most marks from these topics come from AO2 and AO3.
- c) Being able to justify the importance of components of fitness to different activities is critical.

5. Make revision cards

These can be made for all topics and are a great way for you to test your information recall.

Why are flashcards so helpful when revising?

Even the simple act of making them helps: In order to use flashcards, you have to make flashcards. This involves going through your notes and identifying the areas you would like to focus on. Find a way to express them on the card, then write down the relevant information, and there you go. You are already learning!

Repetition, repetition, repetition: Condensing something you need to know into a manageable chunk means you can look over it again and again. This repetition will soon tell you which bits you know, and which bits you need to work on more. It can help you organise your other forms of revision.

Revise on the go: The cards are small and easily fit into a bag (or a back pocket!), so if you have any spare time you can whip them out and crack on with some revision.