

# **GCSE PE November Mock Preparation**

Getting Ahead!



# Exam Preparation November Mock

## My Advice

**Check Class Charts and Ever Learner EVERY week!!!**

15-20 minutes maximum revision for PE at one time

**Always think about AO1 describe AO2 sporting example or application of knowledge to sport AO3 why it is or is not important..what is the impact on the performer.**

Focused upon 1 topic

Close the loop....look at questions to be answered BEFORE revising. Find out what you know and plug the gap of what you do not know!

Keep revision 'busy' or 'active' and change the activity

Ever Learner Test

Ever Learner Watch Clip

Revision work book/questions and marking

Revision Guide to support the 'gaps' in your knowledge.

BBC Bitesize

Use of your revision folder set up in PE (look back through those activities)

Attend the catch up sessions Wednesday 3pm and Friday 3pm.

Attend EVERY LESSON!!!!



# Topics to be secure on...

Structure and Function: Skeletal/Muscular and Cardio-Respiratory

Components of fitness/fitness testing

Methods of training

Skill classification

Practice Types

Guidance and Feedback

Factors affecting participation

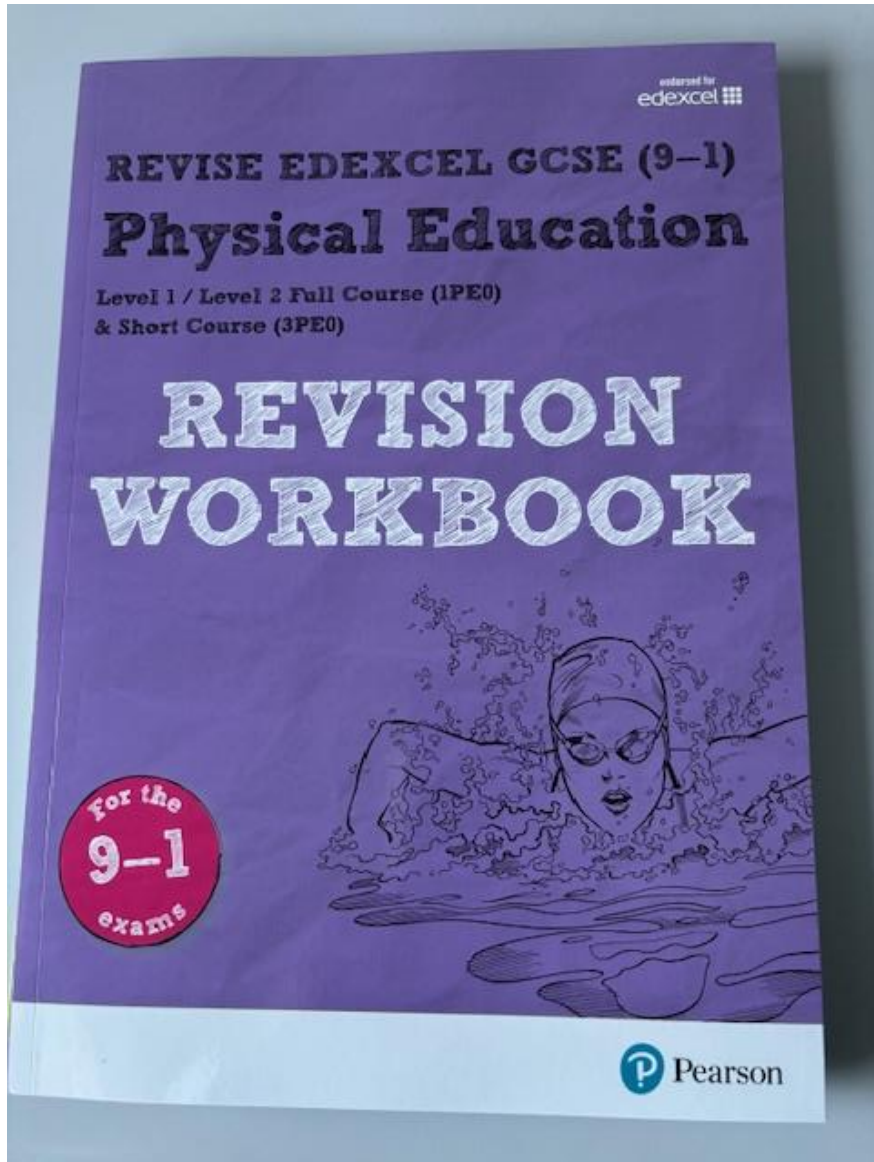
Commercialisation of Sport

Sporting Behaviour

Performance Enhancing Drugs



# Revision work book



## Activity 1

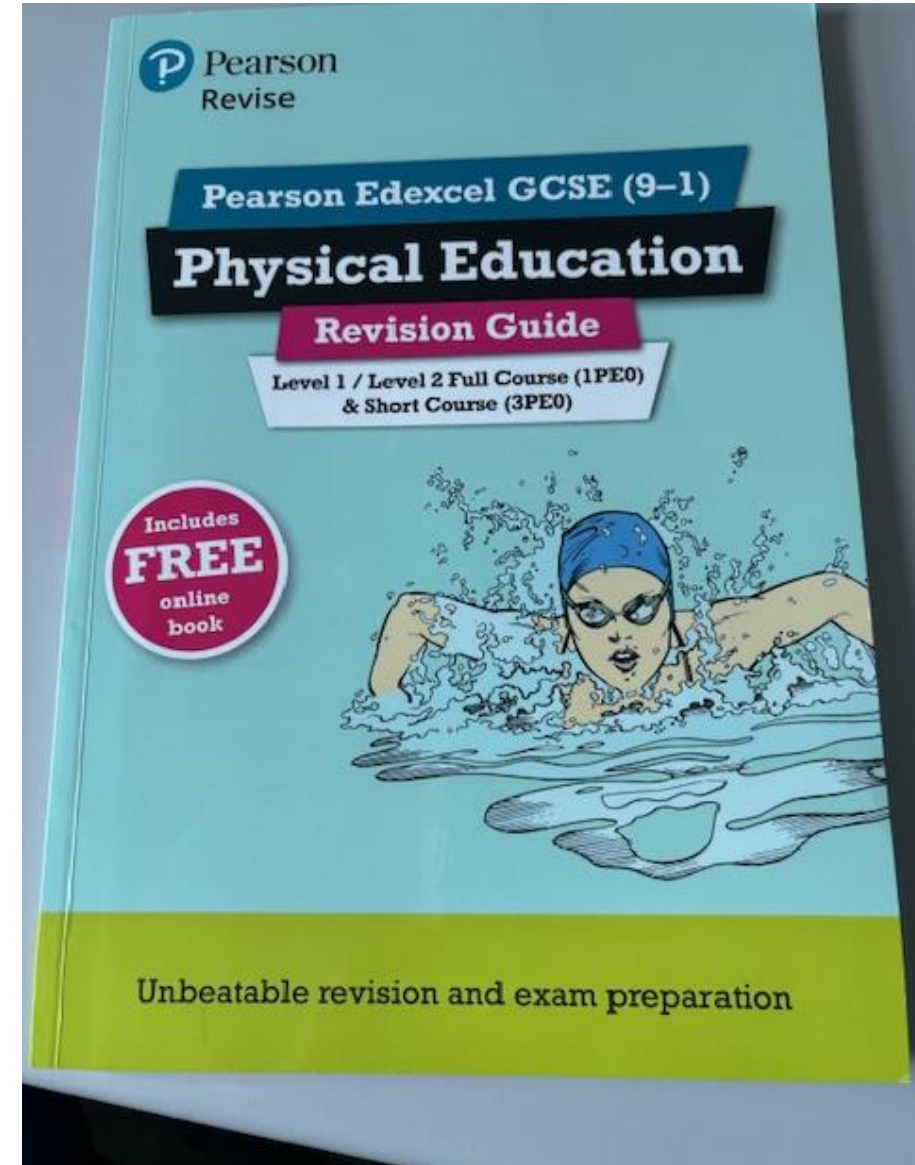
Pick a topic and try to answer the questions in the work book.

## Activity 2

Use the mark scheme in the back to check your response

## Activity 3

Look at the same page in the revision guide now to fill any gaps in knowledge that you may have



# Revision work book



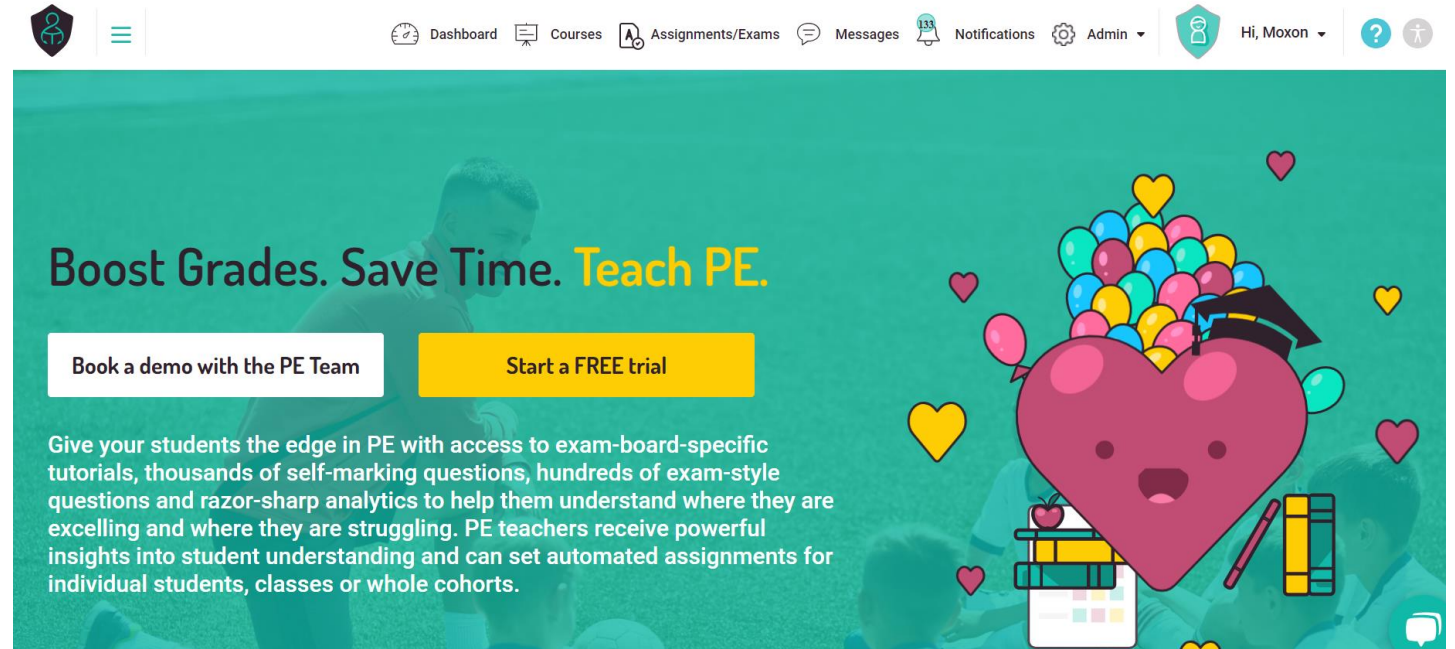
# Ever Learner

You will be set tasks/activities each week

Test Target 80%

**DO NOT GIVE up** if you do not hit 80% in the first attempt...this is the point of exam preparation...find out what you do not know or cannot apply.

**Watch Clips:** you can access these and watch at any time. Watch the clip, watch again and then make notes...then look to take the recall test or work through your revision work book to test your knowledge.



The screenshot shows the Ever Learner website interface. At the top, there is a navigation bar with icons for Dashboard, Courses, Assignments/Exams, Messages, Notifications (with a badge showing 133), Admin, and a user profile section with the name 'Hi, Moxon'. Below the navigation bar is a large teal banner. On the left side of the banner, the text reads 'Boost Grades. Save Time. Teach PE.' followed by two buttons: 'Book a demo with the PE Team' and 'Start a FREE trial'. Below these buttons, a paragraph describes the platform's features: 'Give your students the edge in PE with access to exam-board-specific tutorials, thousands of self-marking questions, hundreds of exam-style questions and razor-sharp analytics to help them understand where they are excelling and where they are struggling. PE teachers receive powerful insights into student understanding and can set automated assignments for individual students, classes or whole cohorts.' On the right side of the banner, there is a large, stylized pink heart with a face, wearing a graduation cap, surrounded by colorful balloons and smaller hearts. A clipboard with a checklist is also visible near the heart.



# BBC Bitesize...

Click on the link and access the topics of your choice

## BITESIZE

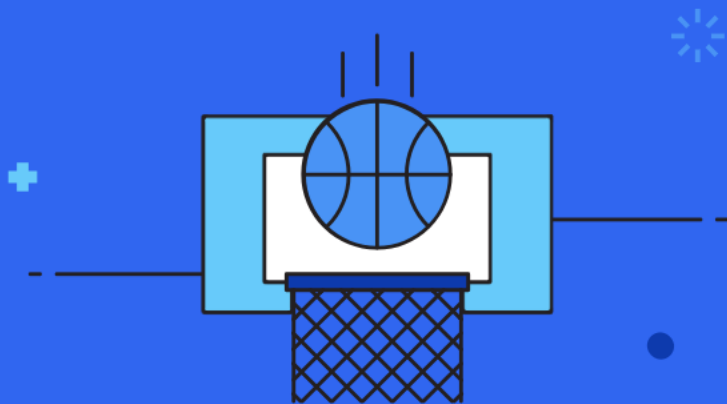
GCSE

Physical Education - Edexcel

Easy-to-understand homework and revision materials for your GCSE Physical Education Edexcel '9-1' studies and exams

Part of Physical Education

+ Add subject to My Bitesize



We will print out a copy for you in your revision folder

# GCSE PE revision Clocks

## Suggested revision activities

Task 1 Use the AO1 prompt to get you thinking...now add any key words that sprint o mind

Task 2 can you add an example e.g. AO2 (the cranium is a flat bone and protects the brain from injury from impact as in football)

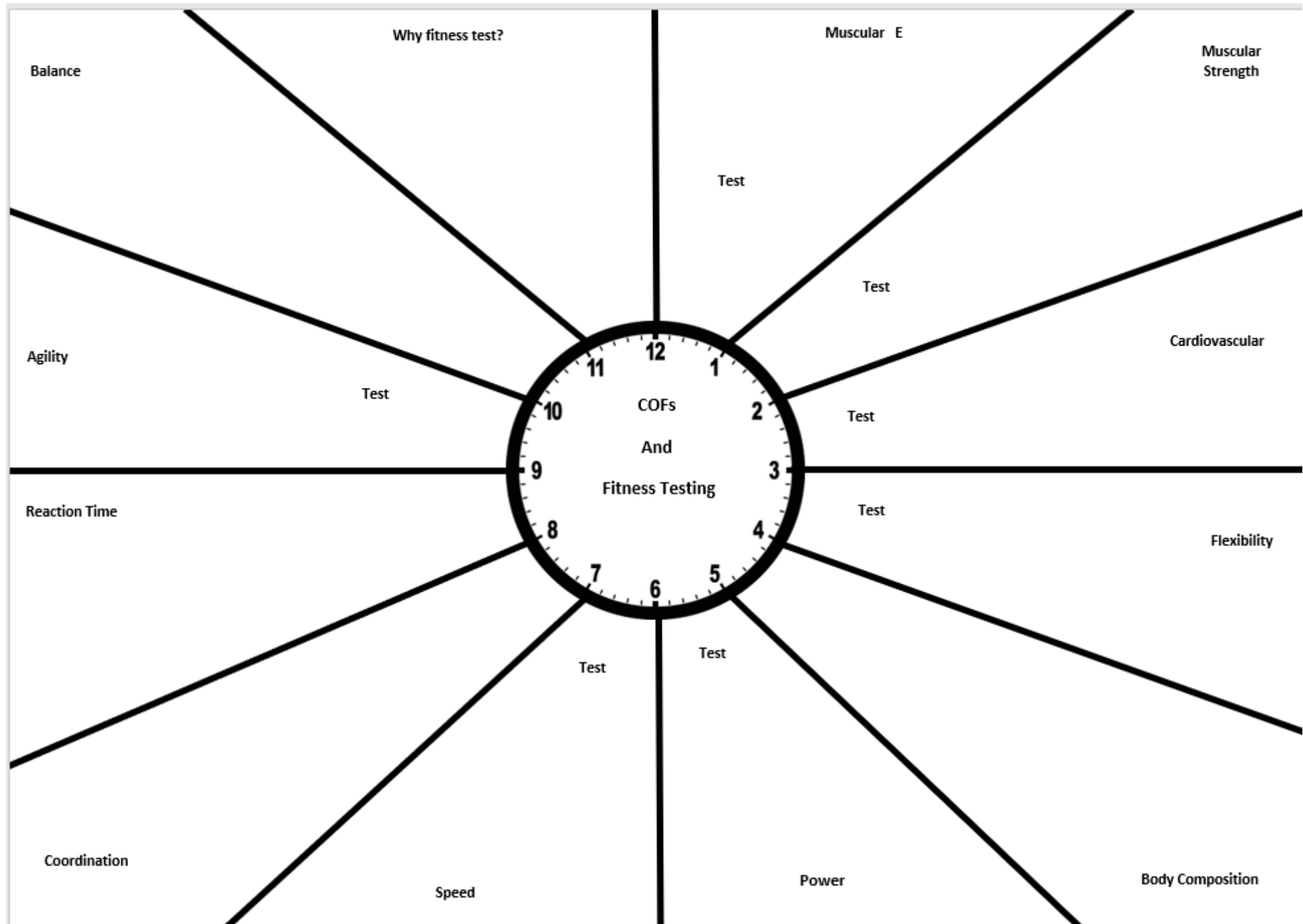
Task 3 Can you add AO3 e.g. impact of this on performance (cranium will allow the striker to head the ball again and again without injuring the brain)

Task 3 Highlight any of the prompts/key terms around the clock that DO NOT ring any bells in your memory...these are what needs to be revised...so open up your revision guide and make some notes.

Task 4 Use a blank sheet of paper and add as much of the revision topic key terms as you can from scratch

**REMEMBER what is the impact on any topic on PERFORMANCE in sport**







# Topic activities



# Guidance



# Guidance: complete the table...

Visual Guidance	
AO1	
AO2	
AO3	Positive Negative

Verbal Guidance	
AO1	
AO2	
AO3	Positive Negative

Manual Guidance	
AO1	
AO2	
AO3	Positive Negative

Mechanica Guidance	
AO1	
AO2	
AO3	Positive Negative



# Guidance: **example answers**

## Visual Guidance

AO1	Shown the skill
AO2	Demo/image or clip
AO3	P Good for beginners to create mental image N incorrect image can lead to learning wrong technique

## Verbal Guidance

AO1	Coach telling the learner how to...
AO2	Being told to how to hold the racket
AO3	P quick and leads to immediate action N cognitive overload for beginners...

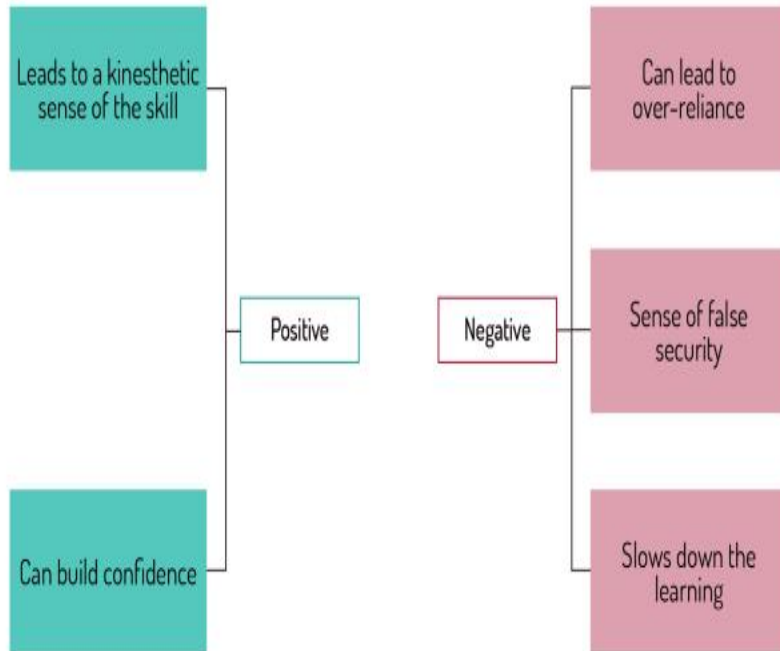
## Manual Guidance

AO1	Coach physically moving performer into position
AO2	A gymnast being supported in performing a handstand
AO3	P reduce risk/increase confidence N performer becomes reliant on the support

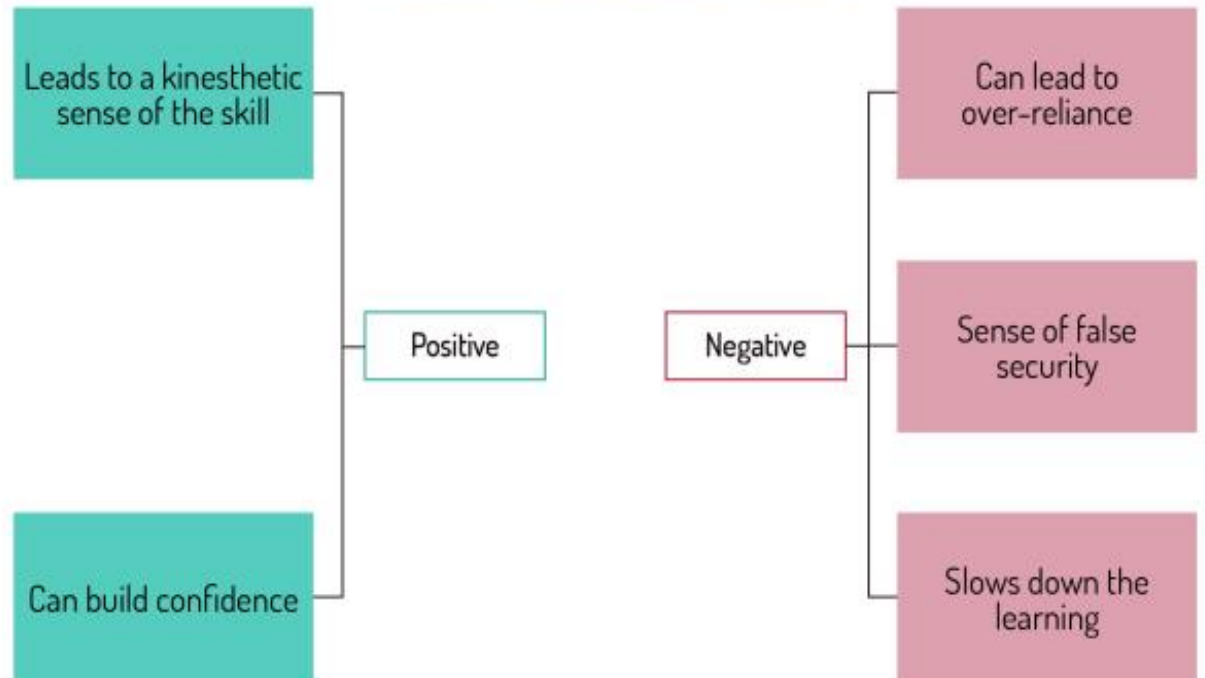
## Mechanical Guidance

AO1	Coach using equipment to support a performer
AO2	Floats in swimming
AO3	P reduce risk/increase confidence N performer becomes reliant on the support

## Mechanical guidance



## Manual guidance



type of guidance

## Visual guidance



Video guidance -

Wall chart -

### — Demonstration

- Mental picture

Provides a mental picture for beginners

Demonstration might be poor quality

Positive

Negative

Can be time-consuming

No kinaesthetic sense

### Verbal guidance



### Coaching points

### Instructions

- Often from a coach

Can be combined with visual, manual or mechanical

Can be individual or group

Quick/immediate

Good for fine tuning

Motivating

Leads to a better understanding of the skill

Positive

Negative

- Can lead to overload of information

Information can be inaccurate or misleading

- Can cause misunderstandings

No mental picture

No kinaesthetic sense



# Evaluate the appropriateness of visual guidance by a primary-school PE teacher. (3)

**Positives** suits beginners as they can see it and copy it, can be used by large groups, quick and easy to do, students take away a mental image that they can remember

**Negatives** large group may not be able to see the demo or image, the skill may be too difficult to demo, visual guidance is best used alongside verbal in order to ensure understanding, poor demo = poor learning, can be time consuming to set up equipment to show footage



Explain why a swimming teacher with a group of 12 children is more likely to use mechanical guidance than manual guidance. (3)

P mechanical guidance **is using equipment** in order to support learning....

E use of **swimming floats** will allow the group to work on their stroke at the same time

I if the coach used manual guidance then they could only support 1 person at a time which would slow up the lesson and learning and become boring for the rest of the group



20. Look closely at this image. Describe **one** advantage of using mechanical guidance for the trampolinist.



Mechanical guidance can make the performer feel safe when performing the skill. This will improve confidence.

Marks: [1]

21. Describe **one** disadvantage of the trampolining coach using verbal guidance.

If verbal guidance is used, the performer does not get to see a demonstration or image of how the skill should be performed so may not build a correct mental picture.

Marks: [1]



# Feedback



# 4 types of feedback that we need to know about



**Concurrent**



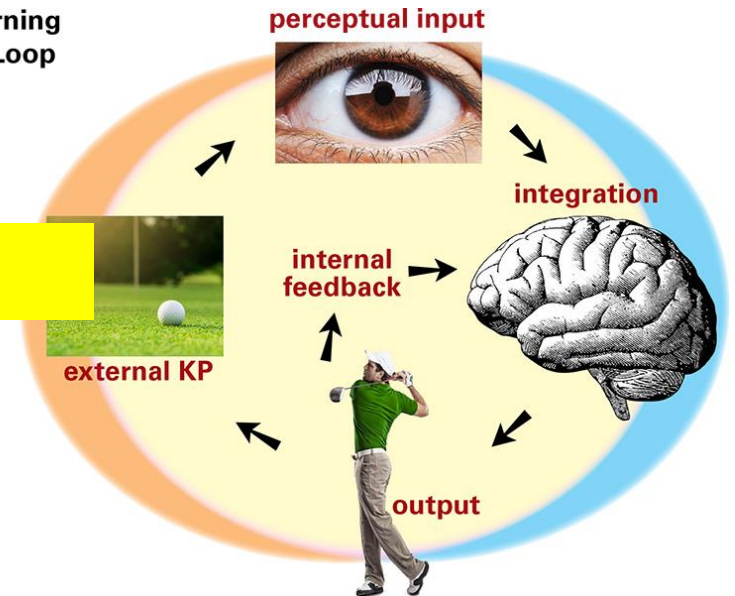
**Extrinsic**

**Terminal**



**Intrinsic**

Motor Learning  
Feedback Loop





# Extrinsic feedback

- This is **from outside** the performer (**external**)
- For example for the **coach telling you** what you did right or wrong
- This is important so someone watching the skill **can observe** problems and **explain how to correct** them
- **Less experienced players or beginners** are more likely to need extrinsic feedback as they are not able to detect their own errors



**Applying it**  
Beginners or less confident performers need this as they do not know if what they are doing is correct

This can be unwanted though and affect the performer if it is negative



# Intrinsic feedback



This is feedback **from within the performer**

e.g. how the movement felt from their muscles

- This is important so performers can learn to spot or feel their own errors

**Experienced performers use this feedback as:**

- The skill is well learned
- They can feel their own errors and make amendments to their own performance

## Applying it

Best suited to **experienced performers** as they **can adjust performances during the activity** e.g. a swimmer starting their turn later in order to get a stronger push off. It will also lessen the need to wait for external feedback from the coach so improvement can be made quicker or even during performance

Muscle memory or kinaesthetic feedback  
**THIS FEELS WRONG**

# Terminal feedback

- This feedback is given **after or end of** the performance
- **RULES:** Sometimes feedback cannot be given during a performance due to rules or skill not being suitable

To be effective this type of feedback needs to be **given as soon as possible** after completion of the skill.



## Applying it

Trampolining and gymnastics performers are not allowed to receive feedback from coaches during a performance. Football/Netball: half time and full time feedback is common and will help improve a performance in the following half/quarter.

# Concurrent feedback

- This feedback is given **during a performance**
- It can be **intrinsic** or **extrinsic**

## Example 1

An experienced swimmer will feel if the turns are not going correctly and make an adjustment for the next turn

## Example 2

A coach can give a performer points to focus on while the performer is performing e.g. in badminton – 'racket up'



Can these performers use this type of feedback successfully?

**Football coach?**

**Trampoline coach?**

2/15/2020



# Feedback

- Feedback helps to correct errors in technique or improve performance.
- Feedback is used to reinforce the correct technique.

Types of feedback				
	Intrinsic	Extrinsic	Concurrent	Terminal
	<ul style="list-style-type: none"><li>● Comes from the performer themselves</li><li>● Feeling of the skill</li></ul>	<ul style="list-style-type: none"><li>● Information from an external source</li><li>● Coach, team mates, parents</li><li>● Instructions</li><li>● Tactics</li><li>● Praise/criticism</li></ul>	<ul style="list-style-type: none"><li>● Feedback whilst the performance takes place</li></ul>	<ul style="list-style-type: none"><li>● After the skill has been completed</li></ul>
Positives	More suitable for experienced performers	Good for beginners	Skill can be adjusted	No time restriction
Negatives	Less suitable for novices	Less useful for advanced	Not possible for fast skills	Skill cannot be adapted as it has ended



10. Which of the following is an example of terminal feedback?

- A** As a netball player is about to take a shot, they receive feedback and change how they shoot.
- B** A netball player is given praise by their coach as they run on the court.
- C** The coach criticises a netball player about their performance.
- D** A netball player receives feedback about their shot after the ball has gone through the goal.

D - A netball player receives feedback about their shot after the ball has gone through the goal.

Marks: **[1]**



**16.** Explain **one** advantage and **one** disadvantage of using extrinsic feedback for an **elite** performer.

**Advantage:** Extrinsic feedback can come from a coach giving tactical information to a performer. If this feedback is positive, it can lead to the performer being motivated and improving confidence.

**Disadvantage:** However, it could be argued that extrinsic feedback is more advantageous for a beginner performer, as an elite performer is able to feed back intrinsically and this might be more beneficial to optimise performance.

Marks: **[4]**



**GASED (FAP)**



# Factors Affecting Participation

## Examples answers

A01 (Factor)	A02 (example)	A03 (Impact)
Gender	dance has the 'image' of being stereotypically for females	More women are seen dancing therefore men are less likely to engage in it
Age	Type of activity....Contact sports e.g. rugby are not suited to older people	Older people more likely to engage in low impact sport e.g. bowls
Socio-economic	Professional people have access to more disposable income	More likely to be able to afford gold club membership or activities like skiing
Ethnicity	You are more likely to participate in sports that fit your culture e.g. area, family and friends	You are more likely to ski if you live in the Alps in France versus Kenya
Disability	Disability will influence what sports can be participated in...as they may required adapted equipment/facilities	Increased funding via commercialisation (media/image on TV) may increase options to engage in sport and also the interest in getting involved in it e.g. wheelchair basketball

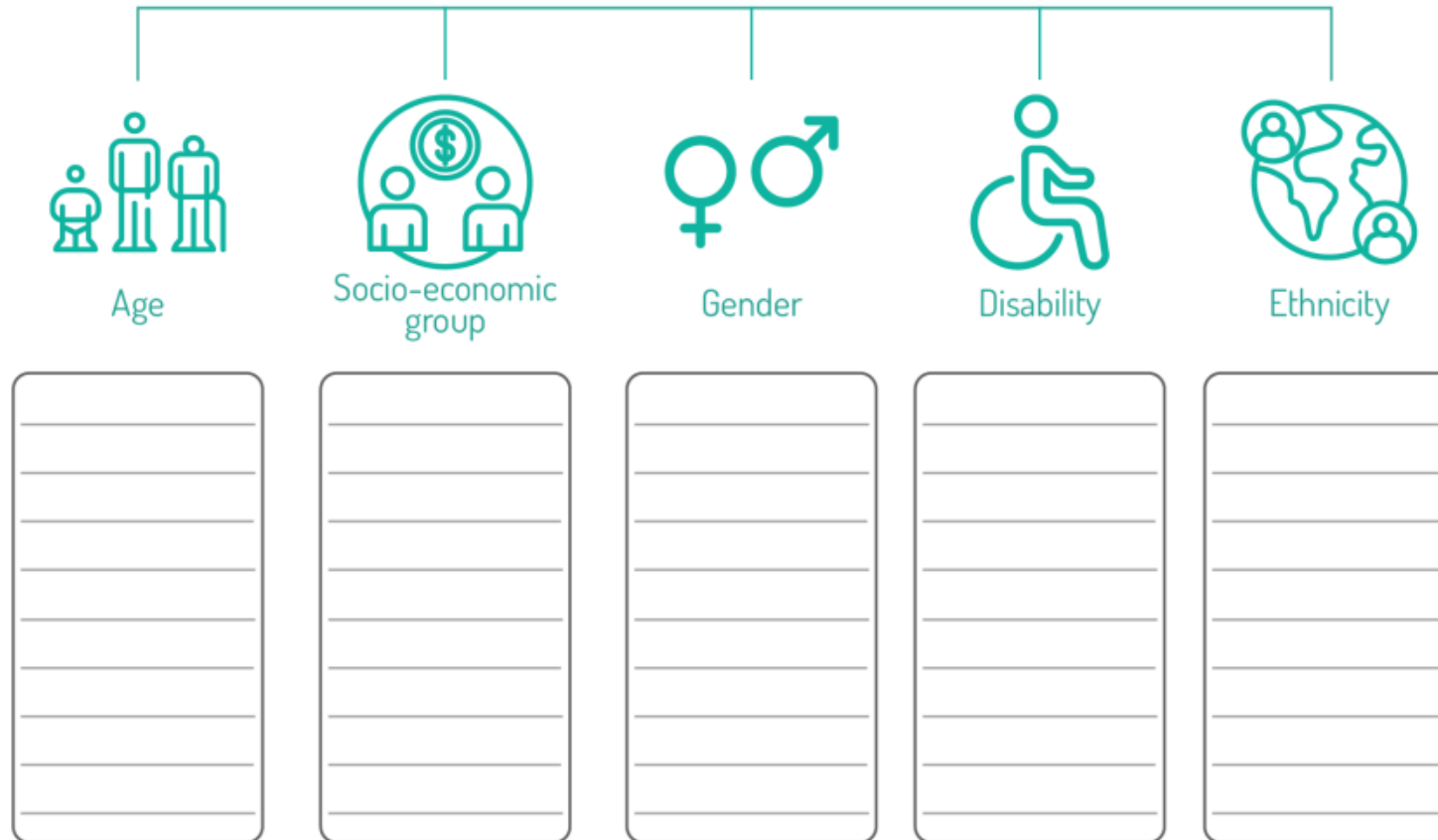






# Topic 7: Participation rates

Factors affecting participation rates



Discuss how the following barriers could limit participation in sport for the athletes below:

Athlete	Possible barrier	Discuss
A young para-athlete planning to compete in para-shot put for TeamGB at the 2024 Paralympic games	Cost	<div></div> <div></div> <div></div>
	Access	<div></div> <div></div> <div></div>
	Role models	<div></div> <div></div> <div></div>
A young male ballerina wanting to go to The Royal Ballet School	Society	<div></div> <div></div> <div></div>
	Peers	<div></div> <div></div> <div></div>



**18.** Other than socio-economic group and gender, identify **two** factors which influence participation in sport.

Factor 1: Age

Factor 2: Disability

Marks: **[2]**

**19.** Explain how socio-economic group **and** gender can affect participation in Association football.

Socio-economic: Football is a relatively cheap sport to play, so people from low socio-economic backgrounds do not usually have cost as a barrier to participation.

Gender: There is gender inequality in football, with boys having greater opportunity to play. This leads to comparatively low participation rates for girls.

Marks: **[4]**

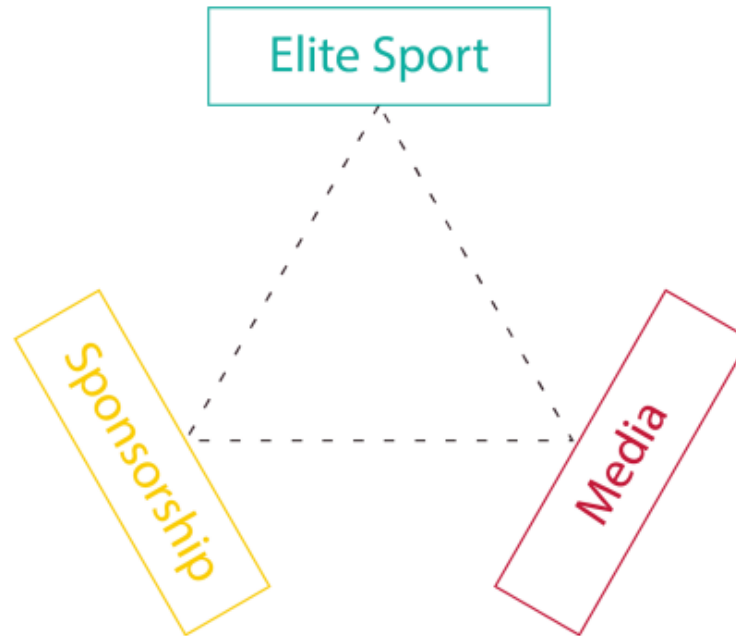


# Commercialisation

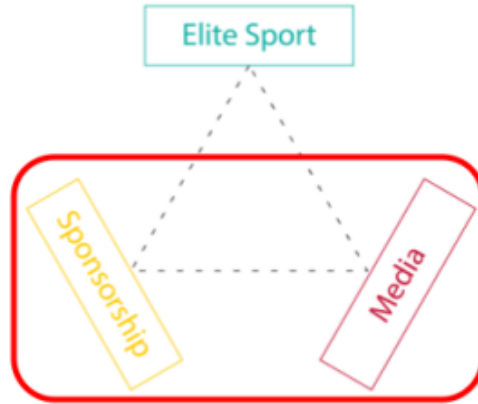


# Topic 8: Commercialisation

## The Golden Triangle



### The Golden Triangle



EXPLAIN how media plays an important role in the sponsorship of players, teams and equipment/facilities.

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### The Golden Triangle



EXPLAIN how media plays an important role in the sponsorship of players, teams and equipment/facilities.

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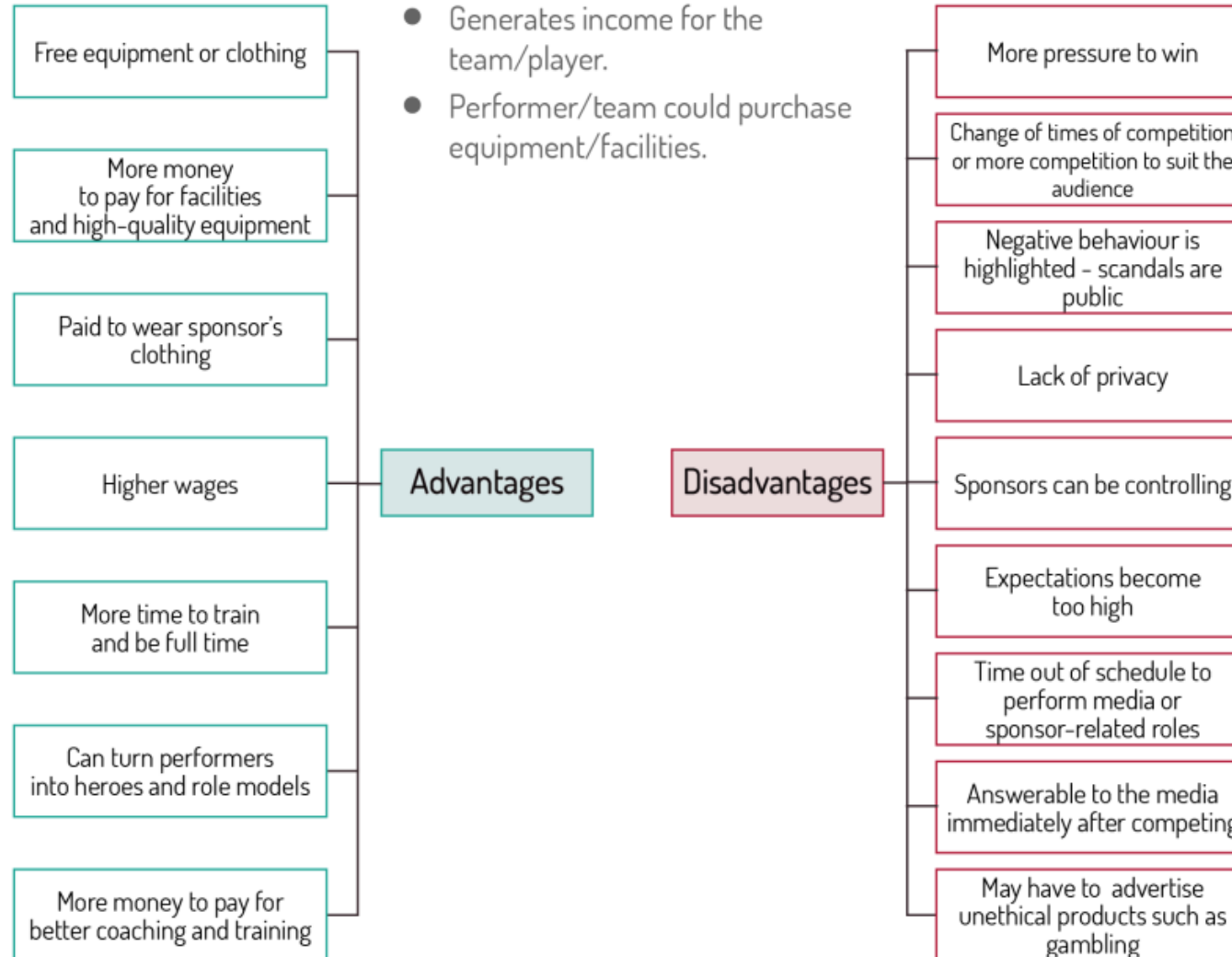
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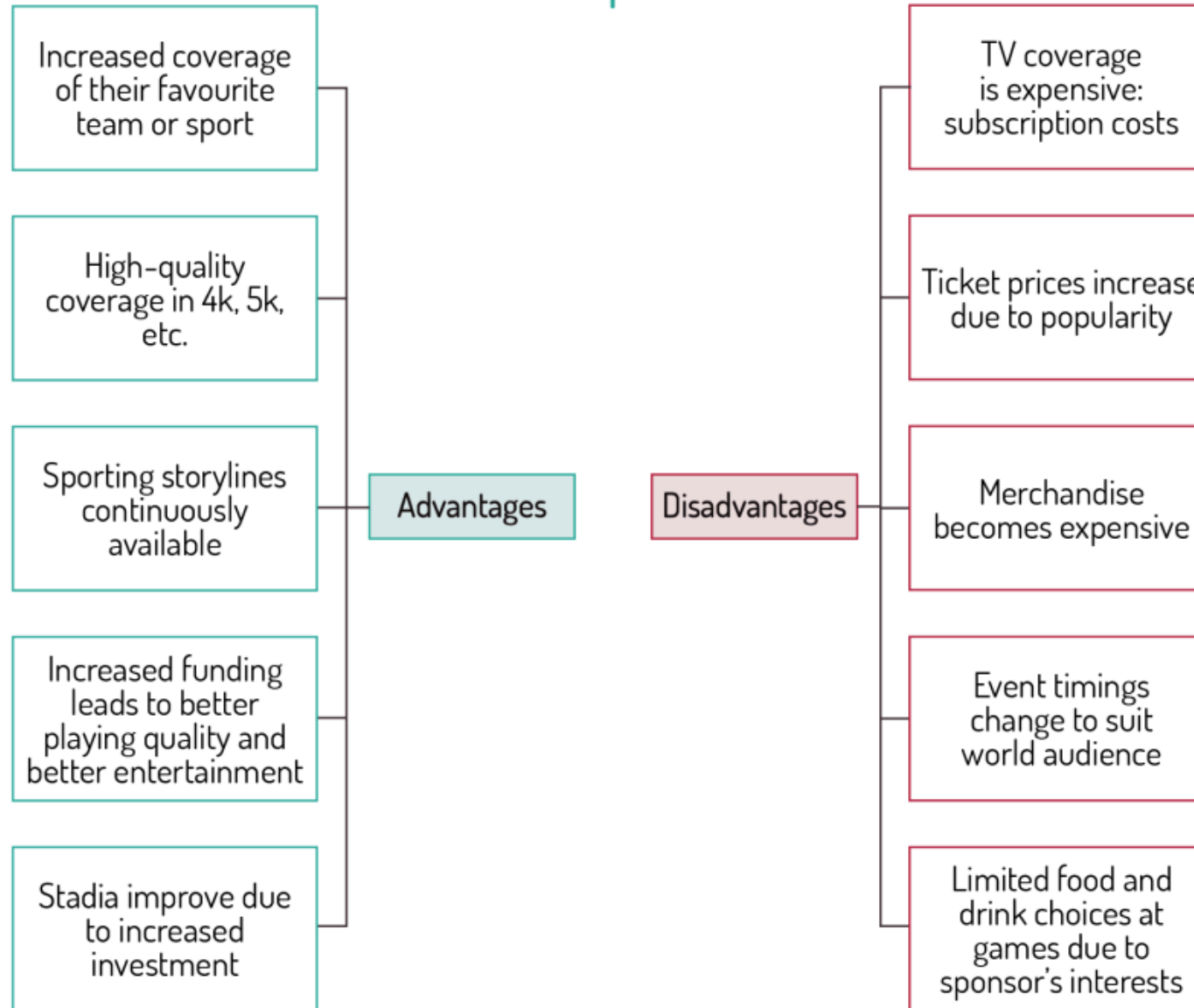
# Impact of commercialisation on the player/team



This topic is likely to feature in "Evaluate" questions.



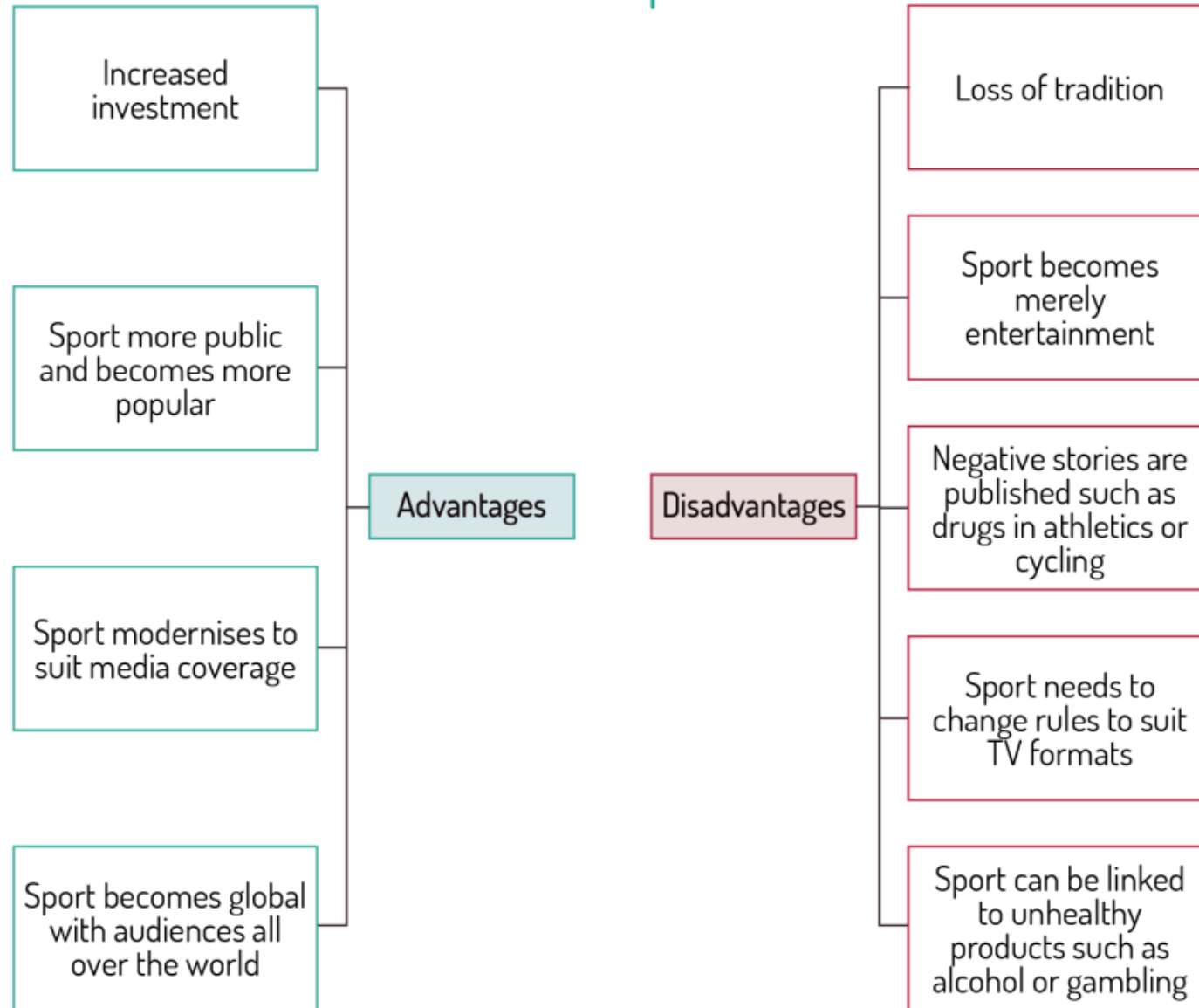
## Impact of commercialisation on the spectator



This topic is likely to feature in "Evaluate" questions.



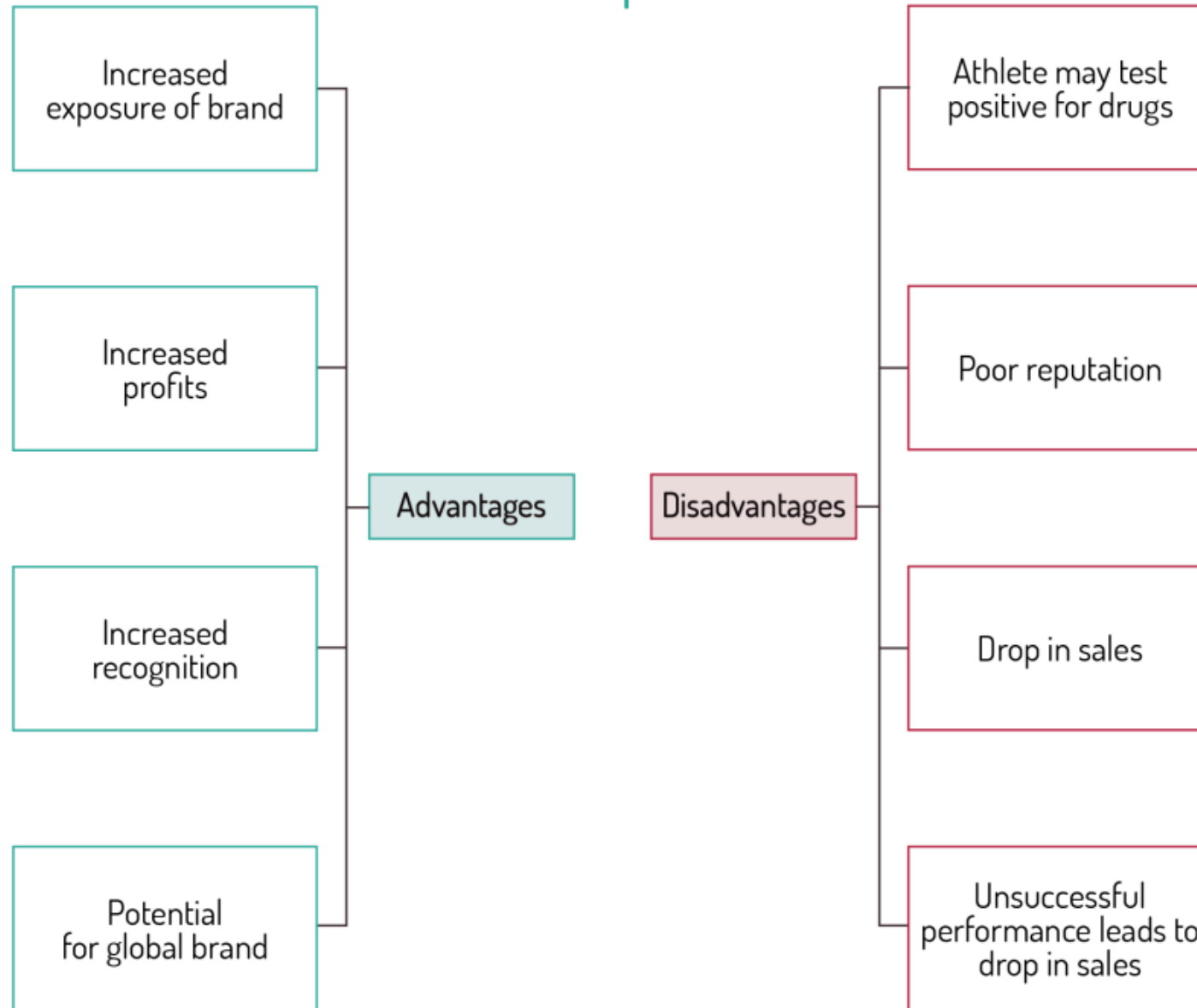
# Impact of commercialisation on the sport



This topic is likely to feature in "Evaluate" questions.



# Impact of commercialisation on the sponsor



This topic is likely to feature in "Evaluate" questions.



# 9 Marker

**26.** Modern sport is highly commercialised.

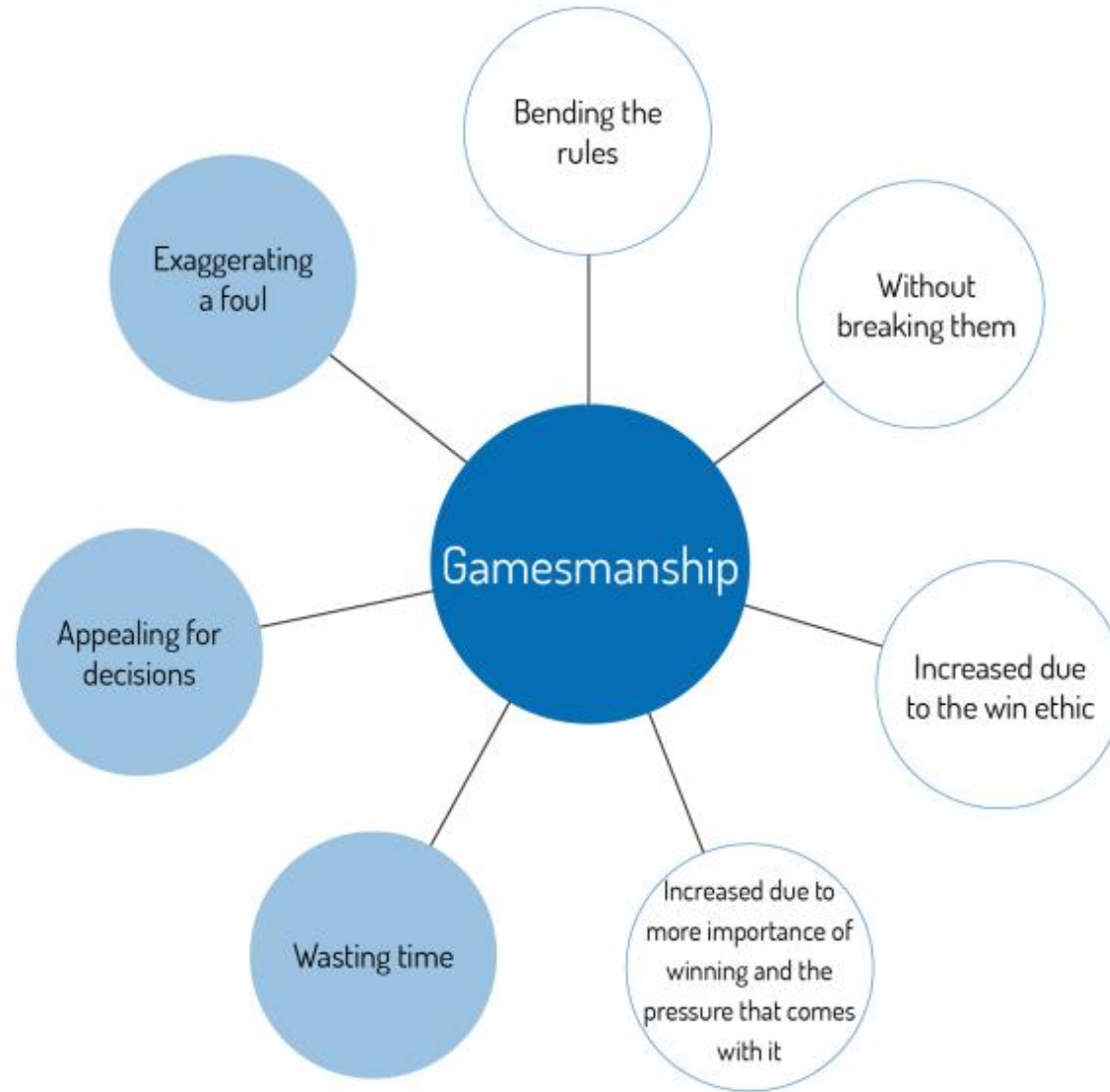
Using a range of sporting examples, evaluate the impact of sponsorship **and** advertising on performers in the 21st century.

Sponsorship and advertising in sport allow performers to generate income. An example would be a clothing brand paying an athlete to wear their clothes. This allows the athlete to have financial security, so they can focus fully on their training and competition.

Sponsors might also pay to have their brand associated with an event or competition. For example, FedEx sponsoring the PGA golf tour. This leads to greater prize money that the performer will benefit from. Sponsorship and advertising can also highlight positive role models. For example, Marcus Rashford has used his role-model status to sign lucrative sponsorship deals with various companies. This helps to grow a positive public perception of the sport and enhance the performer's image. However, sponsors can interfere with the schedules of athletes, as they are often asked to make public appearances. This can distract the athlete and result in a deterioration in performance. Another negative is that the athlete could be asked to endorse products seen as unethical. For example, footballers are often asked to wear shirts with gambling sponsors. This can lead to a negative public perception of the athlete. In conclusion, sponsorship and advertising can have both positive and negative impacts on a sports performer.

## Topic 10: The different types of sporting behaviour





Deviance		
Deviance	Reasons for deviance	Consequences of deviance
<ul style="list-style-type: none"> <li>• Performer cheats</li> <li>• Outside of the rules</li> <li>• Match fixing</li> <li>• Doping</li> <li>• Violence</li> <li>• Faking injury</li> <li>• *Overtraining (positive deviance)</li> </ul>	<ul style="list-style-type: none"> <li>• Win at all costs</li> <li>• Rewards/money/fame</li> <li>• Pressure from a coach</li> <li>• Culture of cheating (cycling in the 1990s and 2000s)</li> <li>• Frustration</li> <li>• Increase chances of winning</li> </ul>	<ul style="list-style-type: none"> <li>• Bans</li> <li>• Fines</li> <li>• Loss of sponsorship</li> <li>• Negative role model</li> <li>• Loss of reputation</li> <li>• Imprisonment</li> <li>• Loss of medals</li> </ul>

Sportsmanship:

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Sportsmanship:

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Gamesmanship:

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Gamesmanship:

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Deviance:

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Deviance:

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24. Define deviance.

Behaviour that differs from perceived social, moral and legal norms.

Marks: [1]

25. State **two** ways in which the media can increase the chances of deviant acts occurring in sport.

- 1: Media coverage can increase the pressure on athletes to win. This pressure can lead to the athletes having a win at-all-costs attitude.
- 2: The media also hypes up derby matches between rival teams, which can lead to spectator hooliganism.

Marks: [2]



# 3 Skill Continua...

Skill classification	Describe and example
Open to Closed	Relates to the <b>environment</b> the skill is performed in e.g. open = changing (midfielder dribbling ball past active defenders)
Basic to Complex	How <b>easy/difficult</b> the skill is to complete or perform the skill e.g. running or cycling is basic, rock climbing needs concentration
Low to High organisation	How easy the skill is to <b>break down</b> into smaller parts or routines or make it easier to practice e.g. triple jump is easy to break down whereas golf swing is not therefore is of a high organisation



# Skill Classification Question

Qu 1 Describe an open skill (2)

Qu 2 Explain the type of practice you would use for this skill and justify your response (2)

Qu 3 Select the most appropriate type of feedback for a beginner and justify your response (2)



# Answer...

Describe an open skill

Open skills requiring adaption as the environment is changing e.g. opponents trying to tackle you in rugby when you are running through to the opponents try line in rugby.

Explain the type of practice you would use for this skill

Open skills require adaption so I would choose varied practice as this will provide the challenge of opponents e.g. in a 3 v2 scenario)

Select the most appropriate type of feedback for a beginner and say why

Extrinsic Feedback either concurrent or terminal...this is because the beginners has no kinaesthetic feel for the performance and will need a coach to provide accurate info n the performance in order to get better.



14. Classify a tennis serve on the **open-closed** and **simple-complex** continua.

Justify your answers.

Placement open-closed: A tennis serve is a closed skill

Justification open-closed: This is due to it being performed in a stable and predictable environment

Placement simple-complex: A tennis serve is a simple skill

Justification simple-complex This is due to the serve having few decision-making elements

Marks: **[4]**



# Practice Types



Massed	Distributed	Fixed	Varied
<p>AO1 Points</p> <p>practice of the same skill repeatedly without rest or breaks</p>	<p>AO1</p> <p>practice with breaks e.g. rest, feedback and guidance</p>	<p>AO1</p> <p>Practice of same skill in the same situation</p> <p>Grooving or learning the skill</p>	<p>AO1</p> <p>Same skill rehearsed in different situations</p>
<p>AO2 Examples when used</p> <p>Experienced performers</p> <p>Highly motivated performer as this can be boring practice</p> <p>Closed skills, basic, low organisation e.g. set shot basketball</p> <p>Not dangerous skills</p>	<p>AO2</p> <p>skill is hard to do</p> <p>Skills that are physically demanding</p> <p>Tiring</p> <p>Dangerous</p> <p>Suited to Beginners and those performers that are not fit</p> <p>Complex/High organisation/Open/Dangerous</p>	<p>AO2</p> <p>Performer that are learning a skill</p> <p>Badminton service (do 10 serves and then get feedback)</p> <p>Shot put</p> <p>Suited to: Closed skills Basic skills</p>	<p>AO2</p> <p>Matched to open skills so games like football and netball e.g. unpredictable situations</p> <p>Keep ball activities in football/netball e.g. 4 v 2</p>
<p>AO3 Advantages and disadvantages</p> <p>Lots of practice in short period of time</p> <p>Boring/Tiring</p> <p>Only suited to more able performers not beginners</p>	<p>AO3</p> <ul style="list-style-type: none"> <li>▪ The performer doesn't get too tired</li> <li>▪ It prevents boredom/maintains motivation</li> <li>▪ Allows for feedback and guidance</li> <li>▪ The performer may not gain the skill in the time allowed therefore taking longer to learn the skill</li> <li>▪ Less practice is completed</li> </ul>	<p>AO3</p> <p>Skill is grooved/learned developing muscle memory ...becomes automatic</p> <p>Can be boring</p>	<p>AO3</p> <p>Performer experiences changing situations</p> <p>The level of difficulty can be matched to the ability of the performer e.g. 4 v 1 to then 3 v 2 the focus will be the same skill though e.g. keeping the ball</p>



### Question 3

- Explain how a coach would decide on the most appropriate type of practice for his training sessions. (3)





## Example answer....

Explain how a coach would decide on the most appropriate type of practice for his training sessions. (3)

Consider

- Skill Classification e.g. closed = massed
- Ability level of the performer = massed practice is not suitable for beginners
- Time available e.g. distributed practice is time consuming
- Size of the group e.g. distributed practice is tough with large groups



# **9 Marker Question**



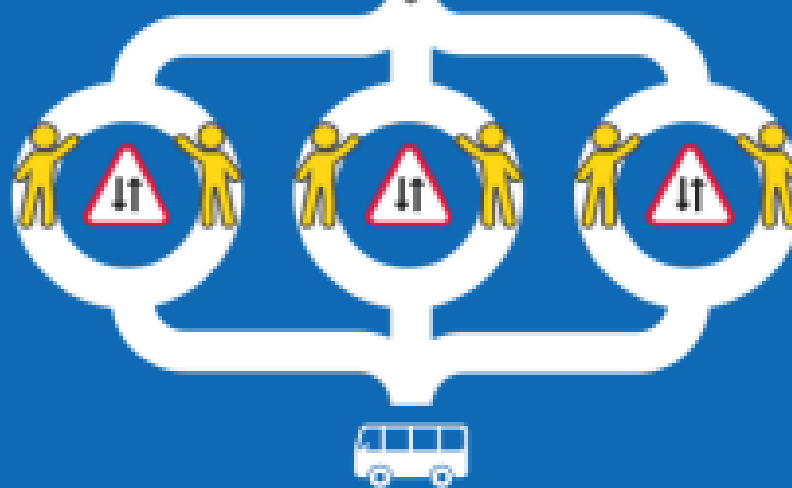


# Evaluate

Judge from both sides  
and reach a conclusion



Conclusion



A strength/weakness is  
An advantage/disadvantage is  
On the one hand,  
In contrast,  
, whereas  
Similarly,  
In conclusion,



# Section C

1 x 9 Marker on Physical Training topics only. It will always be an EVALUATE question

Show off your knowledge and your **opinion**.

Plan for **3 PEIs**

Look for **3 key facts** to develop with a **sporting example** (related to the question) a key fact that you will tell us that you know (knowledge) and then tell us the **IMPACT** of this on performance.

Remember **have an opinion** and tell the examiner that

**Draw a conclusion** e.g. in my opinion this is the most or least important method of training. This could be another PEI e.g. another method of training or component of fitness, fitness test, risk reducing measure that is more suited to the question



## Evaluate

Review information then bring it together to form a conclusion **e.g. in my opinion**, drawing on evidence including **strengths, weaknesses**, alternative actions, relevant data or information. Come to a supported **judgement** of a subject's qualities and relation to its context.

