

Exam Success Evening

Using Past Exam Papers

Mrs Willis & Mr Green

Why is this important?

Revision is not only about learning key information, it is also about being able to successfully apply this to exam questions.

In the same way you might drive a test route a few times before your driving test or complete a few practice questions on an app before your theory test, revising for your A-levels or BTEC exams works much the same way.

One of the best ways to revise is to complete exam questions - in exam conditions and mark your answers.

This is something that you will be doing in each revision session you go to. These start next week!

5 Steps to success

- 1. Get used to the structure of a paper and language they use**
- 2. Work on your time management**
- 3. Understand the allocation of marks and mark scheme**
- 4. Practice writing, structure and timing**
- 5. Analyse**

Step 1 - Get used to the structure of a paper and language they use

You're probably already used to the vocabulary from learning in the classroom, but it's good to get yourself familiarised with past papers so you know how everything is laid out. This way, on exam day you don't stress over it.

In some exams, some extra information might be printed in the paper such as equations for sciences and mathematics, again it's good to know where these will be in the paper.

Once you've done a couple of past papers you know the layout of the questions. Generally, the paper will start with lower mark questions and work up, but it's good to know so that you don't write an essay long answer for a 2 mark question and not have enough time for a 10 mark question later in the paper.

Modelling Step 1 - Get used to the structure of a paper and language they use

Visit the website of the exam board - [Edexcel A-Level PE](#)

Download both the [paper](#), [mark scheme](#) and the [examiners report](#)

Now take your time to read through the exam paper and answer a few questions for yourself:

- How long do you have?
- How many marks?
- Break it down:
 - 1 Mark Q's -
 - 4 Mark Q's
- Section A and Section B - what is the difference between them?

June 2022 **NEW**

- Modified papers - 9pe0 - june 2022
Modified papers to help candidates with varying needs to
| ZIP 986.2 KB | 04 September 2024
- Examiner report - A Level Paper 1 - June 2022
Paper 1 - Scientific Principles
| PDF 7.7 MB | 31 July 2023
- Examiner report - A Level Paper 2 - June 2022
Paper 2 - Psychological and Social Principles
| PDF 6.1 MB | 31 July 2023
- Examiner report - A Level Paper 3 - June 2022
Paper 3
| PDF 162.1 KB | 31 July 2023
- Examiner report - A Level Paper 4 - June 2022
Paper 4
| PDF 144.3 KB | 31 July 2023
- Mark scheme - A Level Paper 1 - June 2022
Paper 1 - Scientific Principles
| PDF 364.3 KB | 31 July 2023
- Mark scheme - A Level Paper 2 - June 2022
Paper 2 - Psychological and Social Principles
| PDF 380.6 KB | 31 July 2023
- Question paper - A Level Paper 1 - June 2022
Paper 1 - Scientific Principles
| PDF 684.7 KB | 31 July 2023
- Question paper - A Level Paper 2 - June 2022
Paper 2 - Psychological and Social Principles
| PDF 553.8 KB | 31 July 2023

Step 2 - Work on your time management

If it's possible, it's best to practice completing the paper under exam circumstances, find a quiet spot where you won't be disturbed. The benefits of completing the paper this way, is that you can work out how much time you will have for each question.

Asking a parent, sibling or friend to act as an invigilator to tell them how much time they have left.

Modelling Step 2 - Work on your time management

Please check the examination details below before entering your candidate information

Candidate surname	Other names
Centre Number	Candidate Number
Pearson Edexcel Level 3 GCE	
Time 2 hours 30 minutes	Paper reference 9PE0/01
Physical Education	
Advanced COMPONENT 1: Scientific Principles of Physical Education	
You must have: Calculator and ruler	Total Marks

Take note of the time given in the exam

Be aware of the marks available, in particular for each section

(Total for Question 22 = 15 marks)

TOTAL FOR SECTION B = 70 MARKS
TOTAL FOR PAPER = 140 MARKS

(Total for Question 12 = 15 marks)

TOTAL FOR SECTION A = 70 MARKS

7 A 0 1 3 2 8

13
Turn over ▶

Prize for who can calculate the minutes per mark first

Time how long it takes to complete each section?



$150/140=1.071$ mins per mark

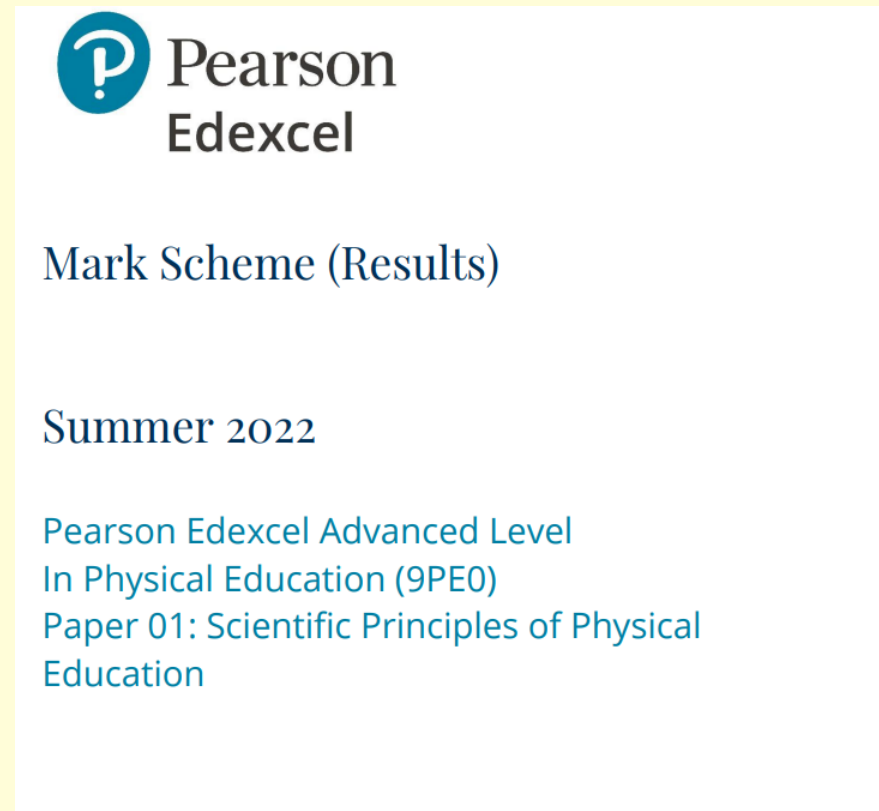
Step 3 - Understand the allocation of marks and mark scheme

Download/view a marking scheme for each past paper, this way you can mark your own work and see where the marks lie.

You will understand the different types of answers that are required and can use this to structure your answers.

Using the marking scheme, you can refine your answering skills and ultimately save yourself time in your exam.

Modelling Step 3 - Understand the allocation of marks and mark scheme



Section A

1 - 4 Mark Questions:

Define
Explain
Summarise
Identify
Outline
Describe

8 Mark Questions:
Examine

15 Mark Questions
Discuss

Section B

1 - 4 Mark Questions:

Define
Plot
Calculate

5 Mark Questions:
Outline

6 Mark Questions:
Summarise

8 Mark Questions:
Examine

15 Mark Question:
Analyse



Step 4 - Practice writing, structure and timing

If your revision notes are all in bullet points, then completing past papers is a good way to practice putting that information you have learnt in to paragraphs. Being able to communicate your knowledge clearly is just as important as knowing the knowledge itself

Modelling Step 4 - Practice writing, structure and timing



15-mark extended writing questions – GCE Physical Education

This document includes four examples of candidate answers to extended response questions from the 2019 summer series.

Before looking at the examples a quick summary of the requirements of the extended responses should be helpful.

Extended mark questions allow candidates the opportunity to write in depth and show greater applied knowledge and understanding on a given topic. Marked out of 15 these questions additionally provide opportunities to show higher order thinking skills linked to the assigned command word.

Extended responses require a clear writing structure; a concise introduction is required and should demonstrate an understanding of the context of the question together with any definitions of relevant technical terms. The introduction should be followed by dedicated paragraphs that focus on a single relevant point that links back to the title. If a timeline is relevant candidates should be encouraged to begin at the furthest point back in time and then write in a chronological order up to the present day.

The extended responses require candidates to undertake an analysis of the topic area with informed

Evaluate the provision, opportunity and status of women's participation in global sport. Use the information in Table 1 to support your answer.

26% of women are inactive (less than 30 minutes of physical activity each week)
13% of women are fairly active (30–149 minutes of physical activity each week)
61% of women are active (doing 150+ minutes of physical activity each week)
41% of girls participate in team sports
43% of girls continue to be significantly less active than boys
19% of girls aged 14–16 feel confident when exercising or playing sport

(Source: <https://Womeninsport.org/Stats Pack For Media/February 2021>)

Table 1

Introduction

The participation of women in global sports has evolved significantly, yet it remains unequal compared to men's sports. This evaluation will consider the provision, opportunity, and status of women's sports, using Table 1 and other relevant information to support the analysis.

Provision

Provision for women's sports has improved, but disparities persist. Many countries have invested in facilities, coaching, and development programs for female athletes, leading to increased participation at the grassroots level. High-profile events like the FIFA Women's World Cup and the Olympics have showcased women's sports, encouraging more investment and interest.

However, the infrastructure for women's sports still lags behind men's in many regions. For example, women's

Step 5 - Analyse

Once you've finished a paper, you can mark your own work using the marking scheme and then analyse your result.

Doing this, you can determine what areas of the subject you are confident in answering and where you might need to spend more time revising. This way you can keep on top of your revision and change your timetable accordingly.

Don't be disheartened if after completing past papers you don't do as well as you think you should. These are practice papers and a great learning exercise for the big day. Learn from what you do wrong and try again

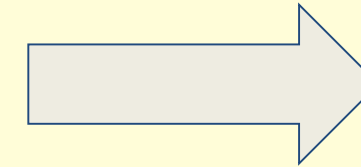
Modelling Step 5 - Analyse



Mark Scheme (Results)

Summer 2022

Pearson Edexcel Advanced Level
In Physical Education (9PE0)
Paper 01: Scientific Principles of Physical Education



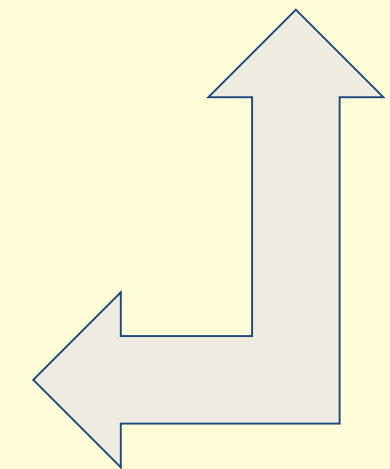
Section A

Question Number	Answer	Additional Guidance	Mark
Q01i	The volume of blood pumped out of the heart (left ventricle) during one contraction of the heart		(1)
Q01ii	Volume of blood pumped by the heart in one minute	Accept stroke volume x heart rate	(1)
Q02	<ul style="list-style-type: none"> Venous return is blood being returned to the heart through veins, venules and vena cava so stroke volume is dependent on the amount of venous return If there is more venous return (Starling's Law) this means that stroke volume will be greater (or less means it will be smaller) Cardiac output = SV x HR therefore, a larger SV = a greater cardiac output (or vice versa a smaller SV = smaller cardiac output) Blood returning to the heart stretches the ventricle, increasing end diastolic volume (EDV) 	Points must be linked	

A Level PE - Paper 1 Scientific Principles of Physical Education

PLC - Personalised learning checklist

Topic 1.1 The Muscular Skeletal System	TOP 3	Action plan/Review of the sub topic	Teacher RAG progress rating			Date Achieved
	! ? ★ SP		R	A	G	
1.1.1 Know the names of all the major bones muscles and joints. Understand the different types of movement that occur.						
1.1.2. Know the different types of muscular contraction. Understand the stretch shortening cycle and be able to apply how movement is produced as a result.						
1.1.3 To understand how a muscle can take on the roles of agonist, prime mover, antagonist, fixator and synergist when providing stability or movement in various situations						
1.1.4 Know the components of an anatomical lever and how the body uses the lever systems (1st 2nd 3rd class) in physical						



Where do I find the information?

The following links will take you to collections of past papers from major exam boards in the UK. On each one, use the drop-down menus and search boxes to find the paper you need.

[AQA \(All levels\)](#)

[OCR \(All levels\)](#)

[Pearson Edexcel \(All levels\)](#)

[Eduqas \(All levels\)](#)

[CCEA \(GCSE\)](#)

[CCEA \(A-level\)](#)

[SQA](#)

How are you going to implement
this learning?

Additional Support - Using Past Papers Maths and Science



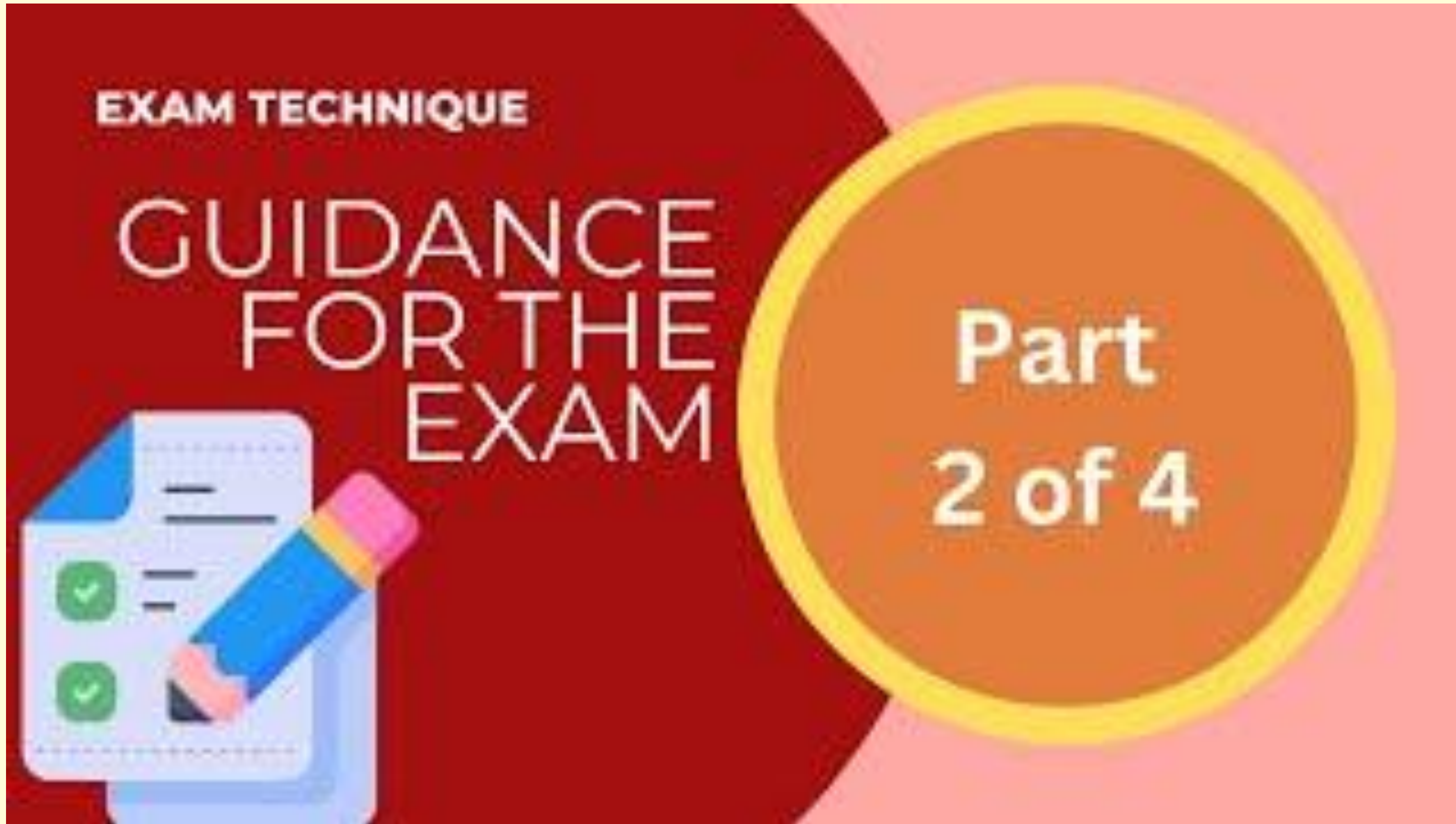
Additional Support - Time Management



Additional Support - Exam Technique - Command Words



Additional Support - Exam Technique - General Guidance



Additional Support - Exam Technique - OCR Exam Paper Tips



Additional Support - Exam Technique - Extended Mark Questions

