



PiXL Feed Forward

Insights from Summer 2019
for impact this year

AQA Physical Education GCSE

This resource is a four-part document:

Section 1: Key insight from Summer 2019 with linked resources

Section 2: Approaches to overcome key issues

Section 3: Questions to ask yourself

Section 4: Your Action Plan

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Section 1: Key insight from Summer 2019 with linked resources

Issue	Resource
<p>Students are not correctly interpreting the command word in the question. This frequently prevented students from accessing all of the available marks, particularly in Paper 1.</p>	<p>AQA command words: click here</p> <p>PiXL Walking Talking Marks: click here</p> <p>For schools who purchased PiXL Unlock, the app has a command words section and command word mats: click here</p>
<p>Students are often misreading the question. This often prevented students from accessing the available marks, particularly in paper 2.</p> <p>For example, providing negative effects of commercialisation rather than positive or referring to sports when the question states performers.</p>	<p>PiXL Stamina tasks Slide 32: Question – Focus hunting: click here</p>
<p>Students made simple errors when using data.</p> <p>In paper 1, some students drew a bar chart instead of a line graph. Some students failed to identify the word <i>combine</i> in the question, and some failed to label the plots correctly.</p> <p>In paper 2, many did not use a ruler, creating errors when interpreting the data and did not label the axes.</p>	<p>AQA Lesson plan: Use of Data: click here</p> <p>AQA style GCSE PE practice paper Q16: click here</p> <p>AQA Sample Set Paper 1 Q20: click here</p>
<p>Students lacked precision when defining keywords and applying them.</p> <p>For example, students did not state that EPOC requires a performer to <i>maintain</i> an increase in breathing. Similarly, students failed to mention speed <i>and</i> direction when referring to examples of agility.</p>	<p>For schools who signed up to our Unlock package, there is a subject-specific section for revision of terminology in the app. There are also pre-populated Unlock mats which dig deeper into each of the terms. click here</p> <p>AQA Specification: click here</p> <p>AQA Subject Specific Vocabulary: click here</p>

	<p>PiXL Independence: click here</p> <p>PiXL Knowledge: click here</p>
<p>In paper 1, students were able to analyse movement, but had a poor understanding of eccentric muscle contraction.</p>	<p>For schools who signed up to our Unlock package, there is a subject-specific section for revision of terminology in the app. There are also pre-populated Unlock mats which dig deeper into each of the terms. click here</p> <p>BBC Bitesize: click here</p> <p>AQA GCSE PE mini test: click here</p>
<p>In paper 1, students were able to identify the site of gaseous exchange, but did not explain the process well.</p>	<p>For schools who signed up to our Unlock package, there is a subject-specific section for revision of terminology in the app. There are also pre-populated Unlock mats which dig deeper into each of the terms. click here</p> <p>BBC Bitesize: click here</p> <p>AQA style GCSE PE practice paper Q10: click here</p>
<p>In paper 1, students were able to correctly identify the lever system operating at the ankle and draw a linear diagram of the lever.</p> <p>However, most students were not able to relate a longer effort arm to the principle of mechanical advantage.</p>	<p>For schools who signed up to our Unlock package, there is a subject-specific section for revision of terminology in the app. There are also pre-populated Unlock mats which dig deeper into each of the terms. click here</p> <p>AQA GCSE PE mini test: click here</p> <p>BBC Bitesize: click here</p> <p>Mechanical advantage exam question: click here</p>

Section 2: Approaches to overcome key issues

Students are not correctly interpreting the command word in the question. This frequently prevented students from accessing all of the available marks, particularly in Paper 1.

- Provide students with the AQA list of command words.
- Train students to identify the command word in the question by circling or underlining the command word.
- Outline the required response for each command word in practice questions by stating the meaning of the command word in brackets, e.g. 'Give one sporting example of an open skill. Justify (*Support a case with evidence*) your choice.'
- Provide the mark scheme and ask students to write the questions, focusing on the identification of the correct command word.
- Model metacognitive thinking about command words by thinking out loud when demonstrating how to answer questions.

Students are often misreading the question. This frequently prevented students from accessing the available marks, particularly in paper 2. For example, providing negative effects of commercialisation rather than positive or referring to sports when the question states performers

- Train students to identify the keywords in the question by circling or underlining the keywords or blocking out the irrelevant words, e.g. and, the etc.
- Ask students to identify the correct process rather than write the correct answer when practising questions.

Students made simple errors when using data. In paper 1, some students drew a bar chart instead of a line graph. Some students failed to identify the word combine in the question, and some failed to label the plots correctly. In paper 2, many did not use a ruler, creating errors when interpreting the data and did not label the axes.

- Create a scheme of work on interpreting data, explicitly teaching the required skills, i.e. drawing and labelling different graphs, reading graphs and analysing data provided by graphs.
- Provide the required equipment, e.g. rulers, calculators in all assessments including in class tests, walking talking mocks, mocks.
- Model metacognitive thinking when demonstrating how to draw a graph.
- Create a cross-curricular project with the maths department.

Students lacked precision when defining keywords and applying them. For example, students did not state that EPOC requires a performer to *maintain* an increase in breathing. Similarly, students failed to mention *speed and direction* when referring to examples of agility.

- Provide students with a list of keywords for each topic.
- Use PiXL Unlock strategies to deepen understanding of keywords.
- Train students how to create flashcards and mind maps to practise recall of the definitions of keywords.
- Use retrieval practice strategies to enhance memory.

In paper 1, students were able to analyse movement, but had a poor understanding of eccentric muscle contraction.

- Train students to identify isotonic muscle contraction, and then question if it is concentric or eccentric.
- Model metacognitive thinking when identifying concentric and eccentric muscle contraction.
- Provide multiple examples of both types of contraction.
- Create questions on eccentric muscle contraction (most existing AQA practice questions are examples of concentric muscle contraction).

In paper 1, students were able to identify the site of gaseous exchange, but did not explain the process well.

- Use dual coding strategies to teach the process of gaseous exchange.
- Provide students with a list of keywords for gaseous exchange.
- Incorporate a question on gaseous exchange on assessments, including walking talking mocks and mocks.

Section 3: Questions to ask yourself

- What percentage of students are achieving 1-9, 4-9, 7-9?
- Is there a gender gap?
- Is there a gap between Pupil Premium and Non-Pupil Premium students?
- Is there a gap between classes taught by different teachers? (if there is more than one class per cohort)
- Is there a gap between paper 1 and 2 or in certain areas/assessment objectives?
- Who is best-placed to plan some quality first teaching to address gaps?
- Which teachers will benefit from exam board/external training?
- Were predictions accurate?
- Were assessment procedures robust: depth and breadth?
- Were interventions effective and did they target the right students?
- Is this the correct qualification for your students?



Section 4: Your Action Plan

Things to do now	Things to do later
Resources to download	Conversations to have