Extended writing

in AQA GCSE PE

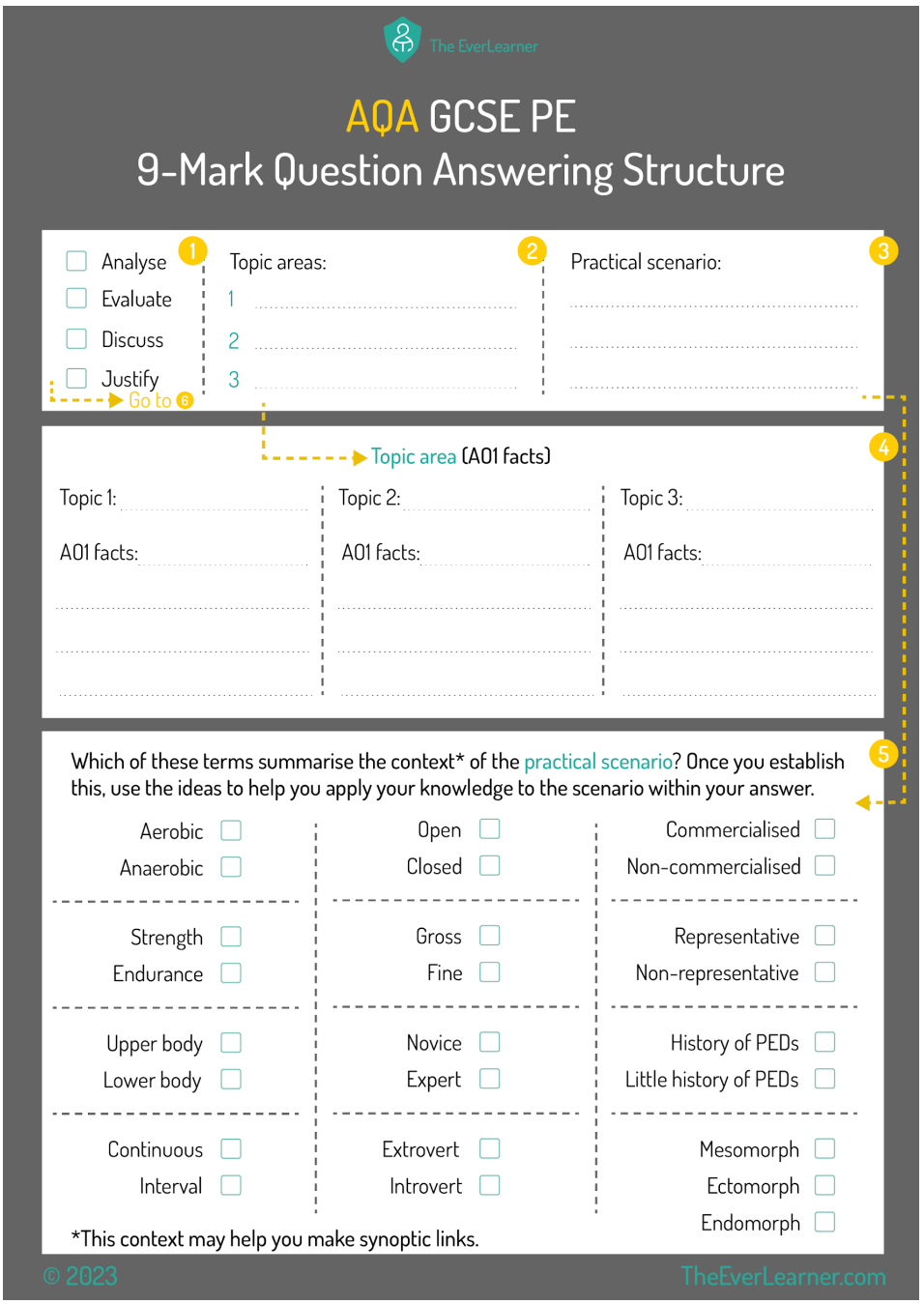
The EverLearner

Contents

Introducing AQA GCSE PE extended writing

I have been providing extended-writing frameworks for PE courses for many years. Unlike every other provider of extended writing frames, mine are utterly free to all. However, don't assume that this means that mine are substandard. No, no no! They are, in fact, outstanding. They are superior to every other proposed writing frame that has been put out there.

Mine look a bit like this example from AQA GCSE PE:



Within this pack, I want to show you how a writing framework can be transformed into a model answer by using some real writing as examples.

In this pack, I will provide you with:

- Two six-mark models for AQA GCSE PE
- Two nine-mark models for AQA GCSE PE

AQA GCSE PE six-markers

Those of you who teach AQA GCSE PE will know that each of Paper 1 and Paper 2 contains one six-mark extended writing question. This question is not synoptic but features AO1, AO2 and AO3 assessment in the following structure:

AO1	1 mark
AO2	2 marks
AO3	3 marks

Students have traditionally struggled on these questions and it is my belief that this is caused by a lack of scaffolded support during the learning cycle within their courses. Of course, this will vary from centre to centre and class to class, but the low national performance seems to suggest this. Therefore, I did some work to bring you some examples of scaffolded writing.

Students were presented with this question from Paper 1 (from the 2025 National Mock Exam):

> **31.** For a training programme to be effective, coaches and performers should apply the principle of progressive overload.
> Justify the importance of progressive overload within a training programme.
>
> Marks: [6]

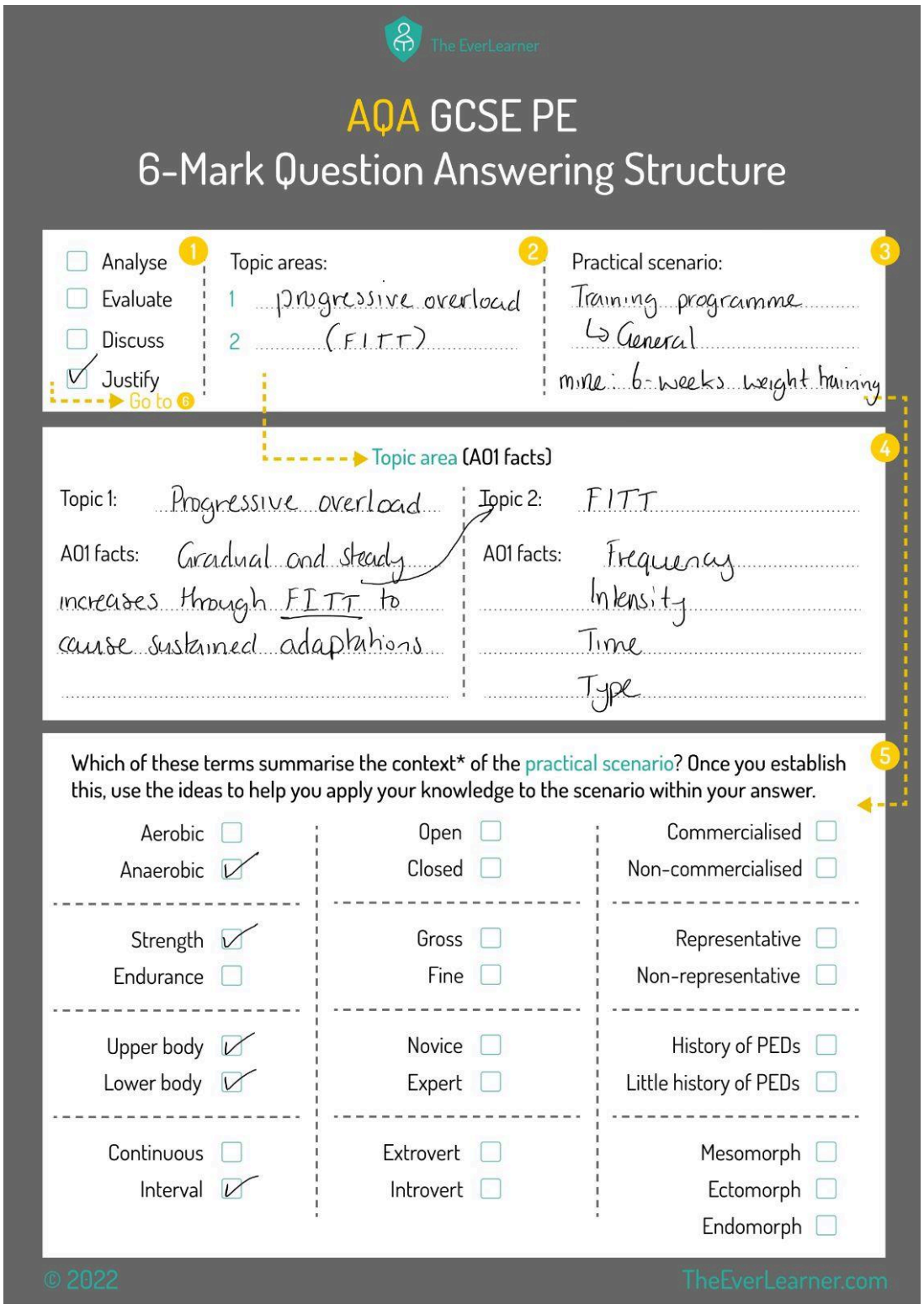
And this question from Paper 2 (from the 2025 National Mock Exam):

> **28.** Tennis is considered to be a sport for all somatotypes.
> Analyse the impact of somatotype in tennis.
>
> Marks: [6]

Please take a look below at the model of how a student processed and answered these questions.

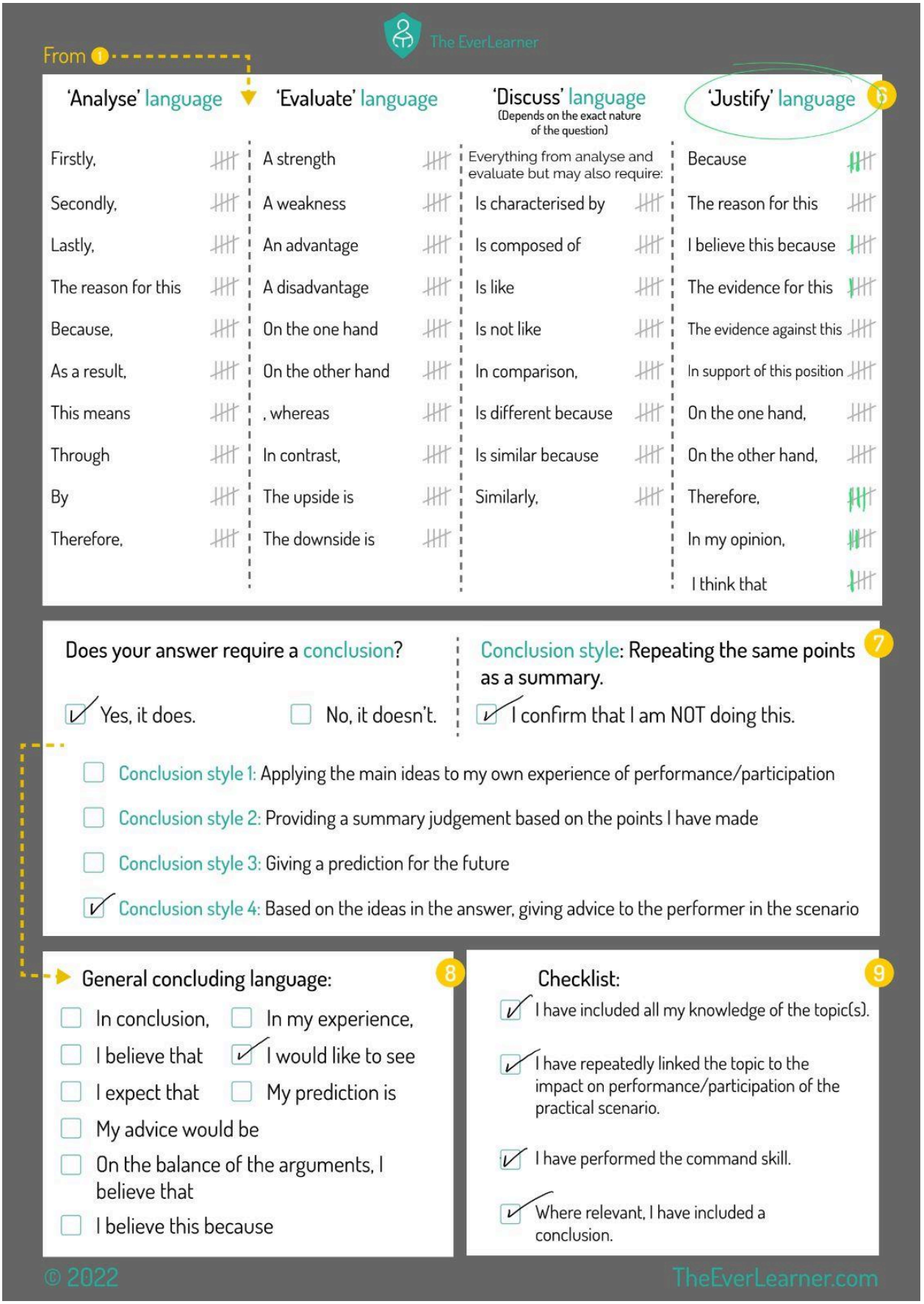
Paper 1: six-marker

Take a look at the process that has been followed:



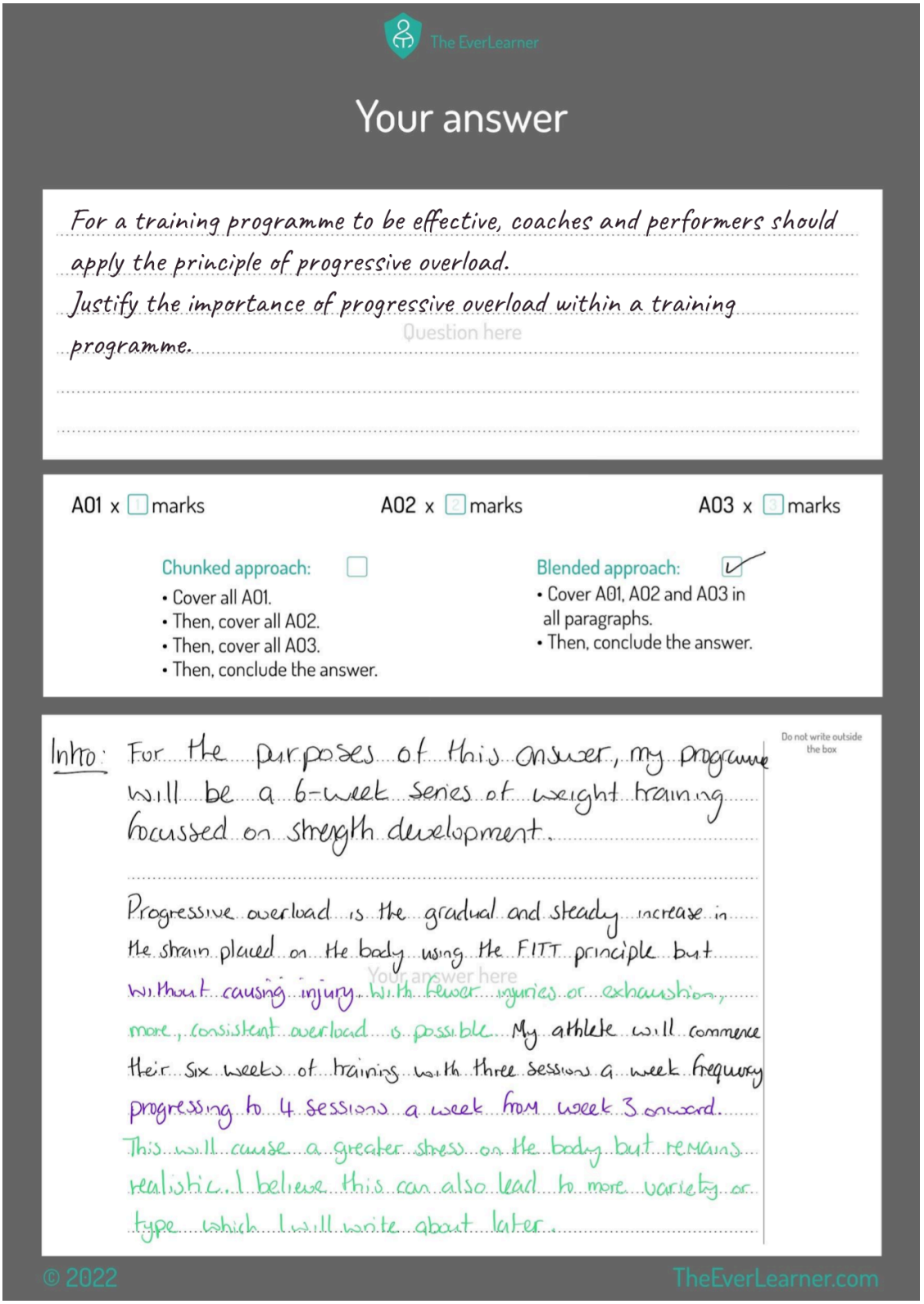
In this first page, the student has considered the question, noted down their AO1 facts and has made a series of decisions about the practical scenario.

Page 2 represents the processing of the answer on pages 3 and 4:



Before you look at page 3, page 2 should show you what the nature of the answer is going to be. Notice, for example, that the student is going to attempt to justify and has included a range of justification terminology in their answer. Notice that the student must have included a conclusion and that the conclusion must be advice to the performer. Notice that they have considered the final checklist.

Now let's look at pages 3 and 4:



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Your answer

For a training programme to be effective, coaches and performers should apply the principle of progressive overload.
Justify the importance of progressive overload within a training programme.

Question here

A01 x 1 marks A02 x 2 marks A03 x 3 marks

Chunked approach: ☐
- Cover all A01.
- Then, cover all A02.
- Then, cover all A03.
- Then, conclude the answer.

Blended approach: ☑
- Cover A01, A02 and A03 in all paragraphs.
- Then, conclude the answer.

Do not write outside the box

Intro: For the purposes of this answer, my programme will be a 6-week series of weight training focussed on strength development.

Progressive overload is the gradual and steady increase in the strain placed on the body using the FITT principle but without causing injury. With fewer injuries or exhaustion, more consistent overload is possible. My athlete will commence their six weeks of training with three sessions a week frequency progressing to 4 sessions a week from week 3 onward. This will cause a greater stress on the body but remains realistic. I believe this can also lead to more variety or type which I will write about later.

Your answer here

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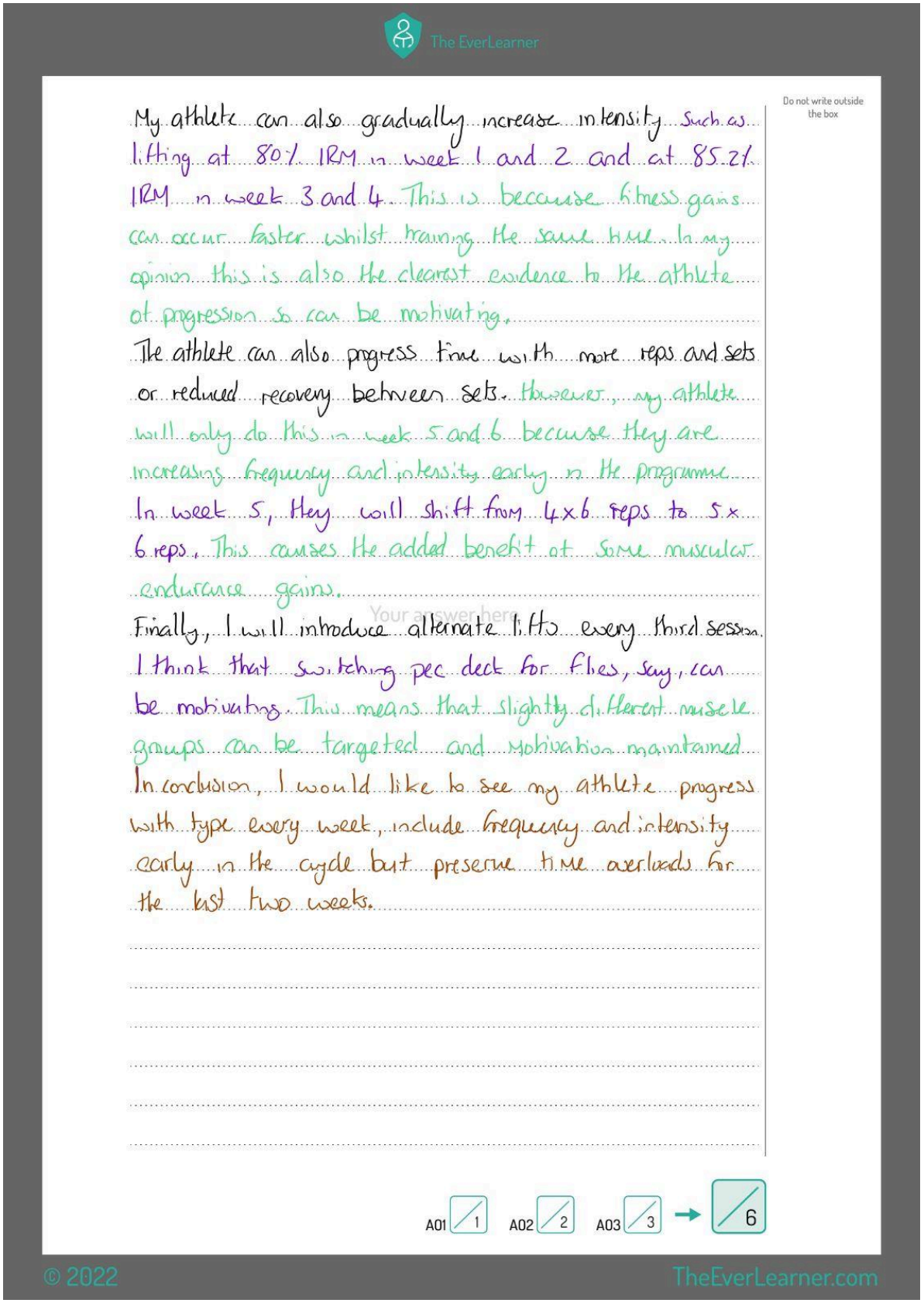

Notice that the student has selected a blended approach and has even used different colours to help themselves write in all three ways. You can also now see all the justifying language as well as the incorporation of the A01 and the writing of the conclusion.

This student has clearly followed a process. Consider also that each stage of their writing could have been checked by a teacher or peer and "signed off" before they progress. Imagine the confidence this would give. In fact, writing "the thing" would be super easy in that context because the planning would have been so comprehensive.

We have to ask ourselves a question as teachers:

What do we expect of students? Can we expect them to simply know how to do this stuff or do we need to guide them with very clear steps to begin with and then, gradually, and steadily (get the reference?) wean them off the support?

I really hope you agree with this question because I genuinely think it matters. We must teach and scaffold these skills to our learners. It's essential.

CPD sessions

Book James and the PE team for extended-writing training at your department, school or network meeting. We offer teacher-focussed sessions of one hour, half a dar or a full day and can deliver these to you online or in person. We have limited spaces for each academic year, so don't delay getting in touch.

All training is bespoke to your needs and can cover extended writing and/or a range of other qualification-related training needs.

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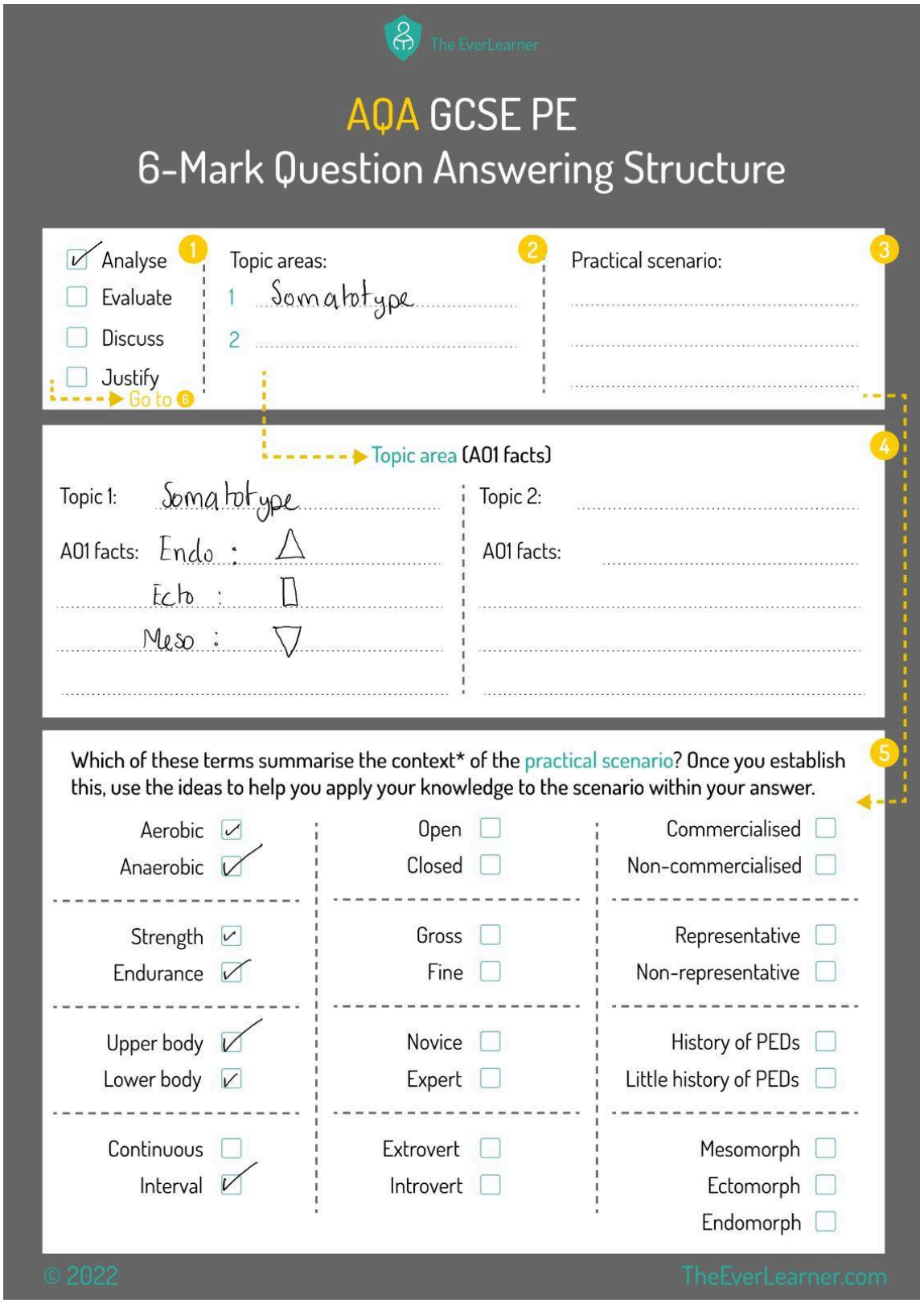
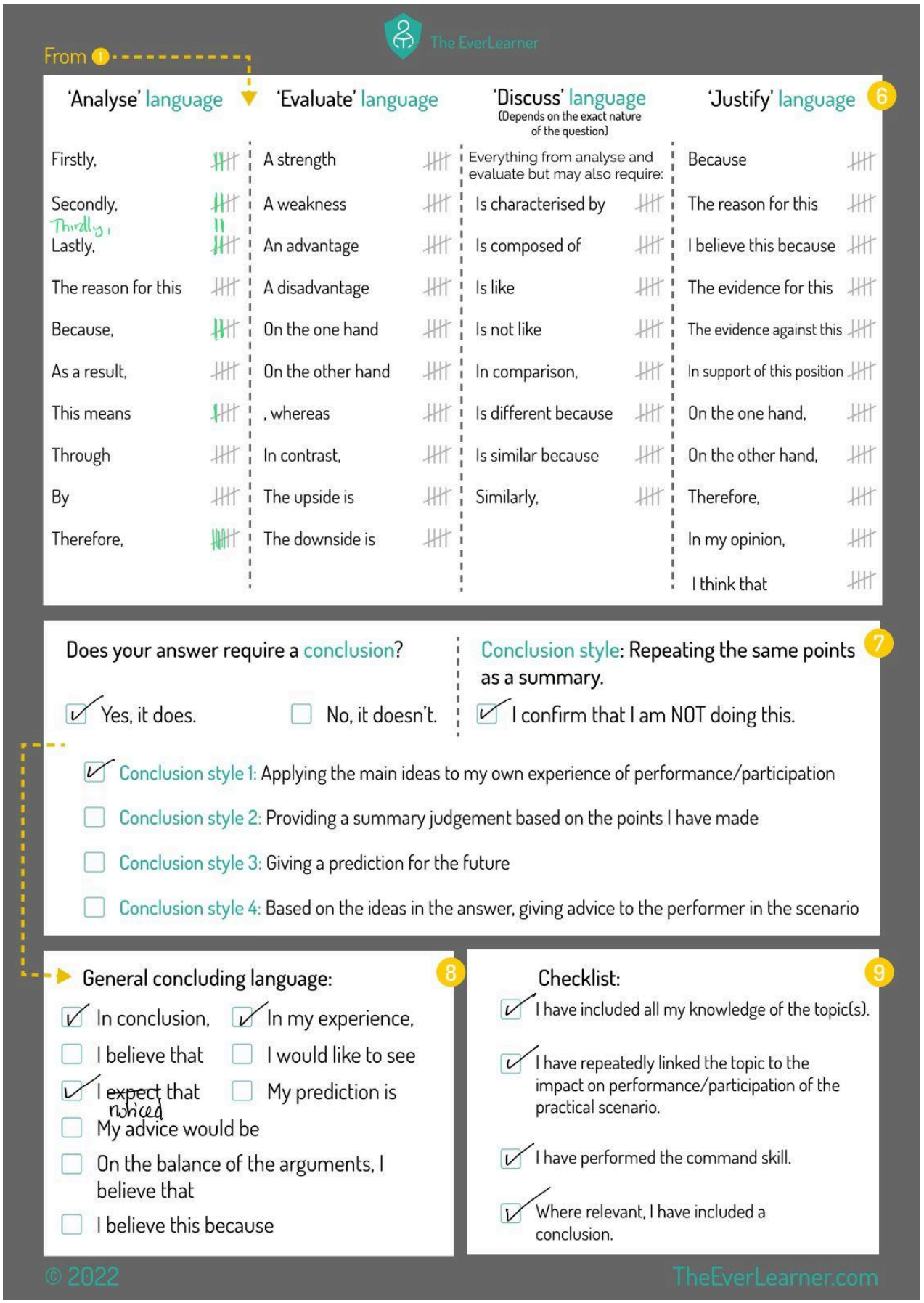
Get in touch

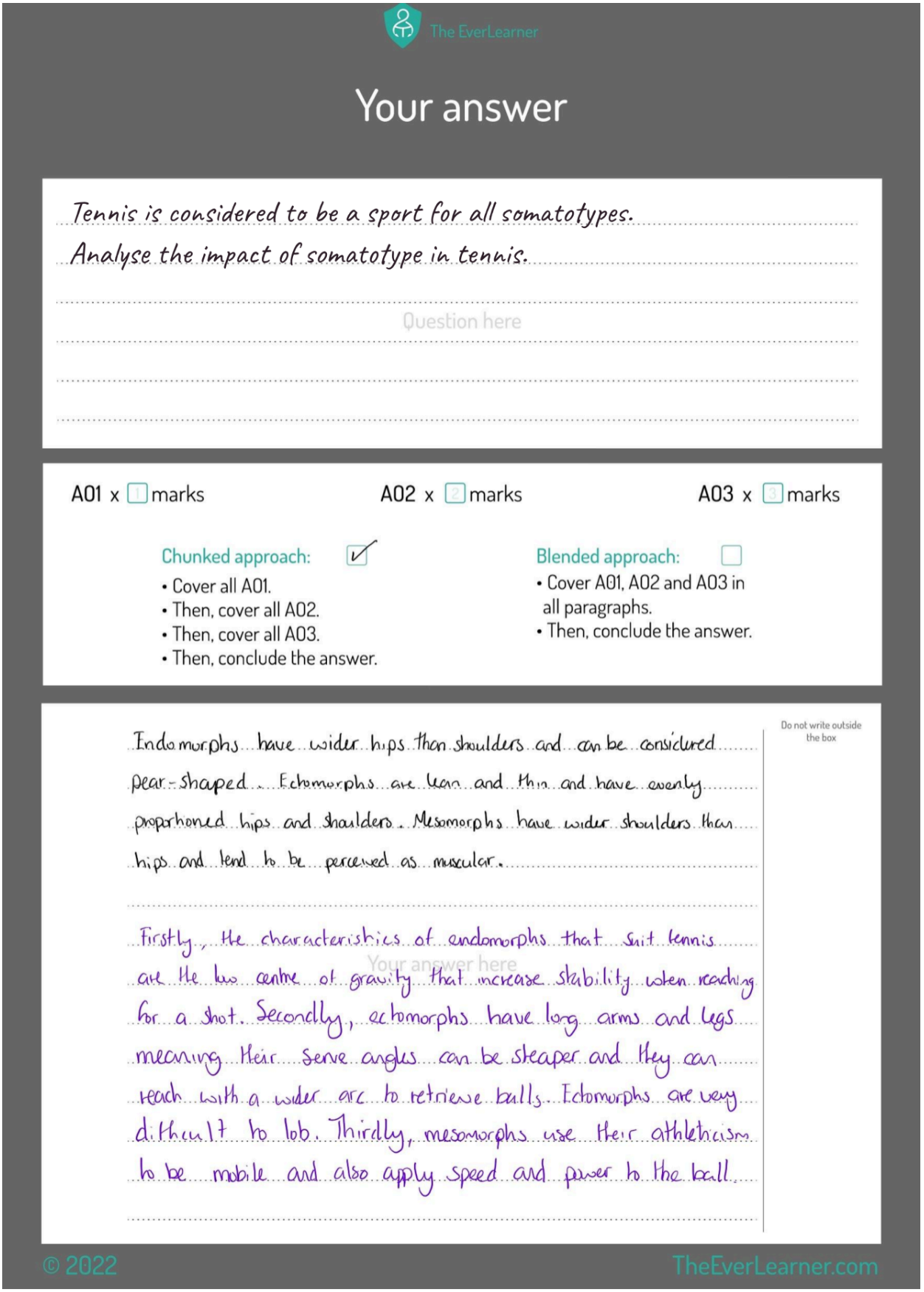
Notice again that the student is making clear plans for their A01 and is also contemplating the practical scenario. The student has even used simple drawings to make things memorable or more efficient:



Once again, page 2 represents the processing of the answer on pages 3 and 4:



The student is even creating their own 'Analyse' language. Looking at page 3 now, the student has chosen a chunked response and you can tell this from their colour usage in the answer itself:



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Your answer

Tennis is considered to be a sport for all somatotypes.

Analyse the impact of somatotype in tennis.

Question here

A01 x 1 marks A02 x 2 marks A03 x 3 marks

Chunked approach: ☑
- Cover all A01.
- Then, cover all A02.
- Then, cover all A03.
- Then, conclude the answer.

Blended approach: ☐
- Cover A01, A02 and A03 in all paragraphs.
- Then, conclude the answer.

Do not write outside the box

Endomorphs have wider hips than shoulders and can be considered pear-shaped. Ectomorphs are lean and thin and have evenly proportioned hips and shoulders. Mesomorphs have wider shoulders than hips and tend to be perceived as muscular.

Firstly, the characteristics of endomorphs that suit tennis are the low centre of gravity that increase stability when reaching for a shot. Secondly, ectomorphs have long arms and legs meaning their serve angles can be steaper and they can reach with a wider arc to retrieve balls. Ectomorphs are very difficult to lob. Thirdly, mesomorphs use their athleticism to be mobile and also apply speed and power to the ball.

Your answer here

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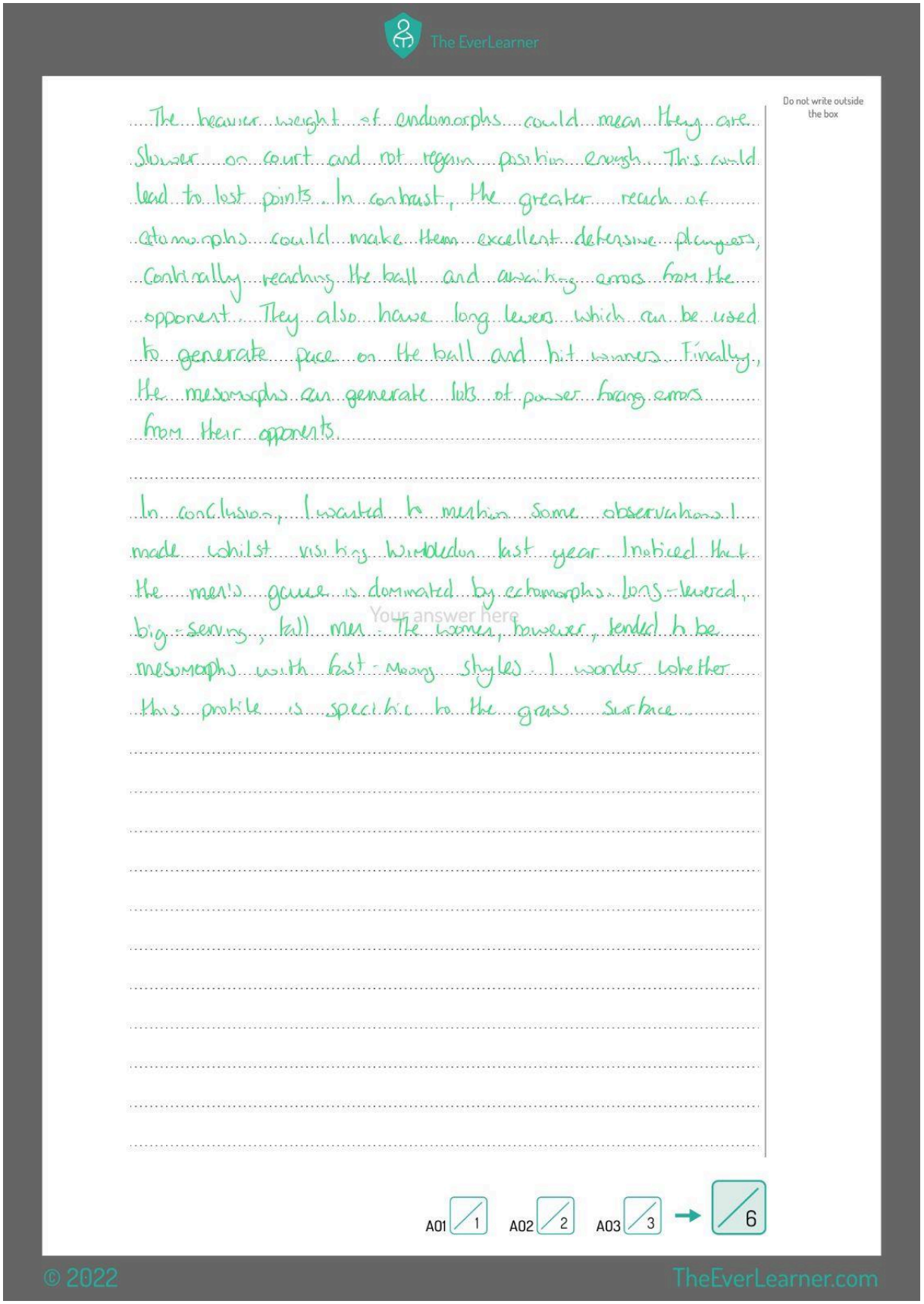


So, what can we learn from these models? How can the writing framework be used to support the student? When should these writing frames be used? In Year 11? At the start of Year 10? When? Also, how do we withdraw these scaffolds from students effectively?

AQA GCSE PE nine-markers

Paper 1 and Paper 2 each contain one nine-mark extended writing question, making two total over the entire course. This question is synoptic but features A01, A02 and A03 assessment in the following structure:

A01	2 marks
A02	2 marks
A03	5 marks

Historically, students have really struggled with these questions. Even more so than for the six-mark alternatives. These questions are synoptic and I will address synopticity as we progress.

Students were presented with this question from Paper 1 (from the 2025 National Mock Exam):

> **32.** Nilam has been playing hockey for five years and wants to improve her fitness using Fartlek training.
> Discuss the effectiveness of Fartlek training for a hockey player.

And this one from Paper 2:

> **29.** Evaluate the impact of technology on **spectators**.

It is the job of AQA GCSE PE teachers to prepare students to not only answer these types of questions but to do so whilst linking associated content from the breadth of the course to the answer. This is hard! However, it is also the best place for AQA GCSE PE teachers to mark their students out as better prepared than others. Why? Because these questions will be answered poorly nationally. As a result, the best way for students to mark their performance out is to do these answers well.

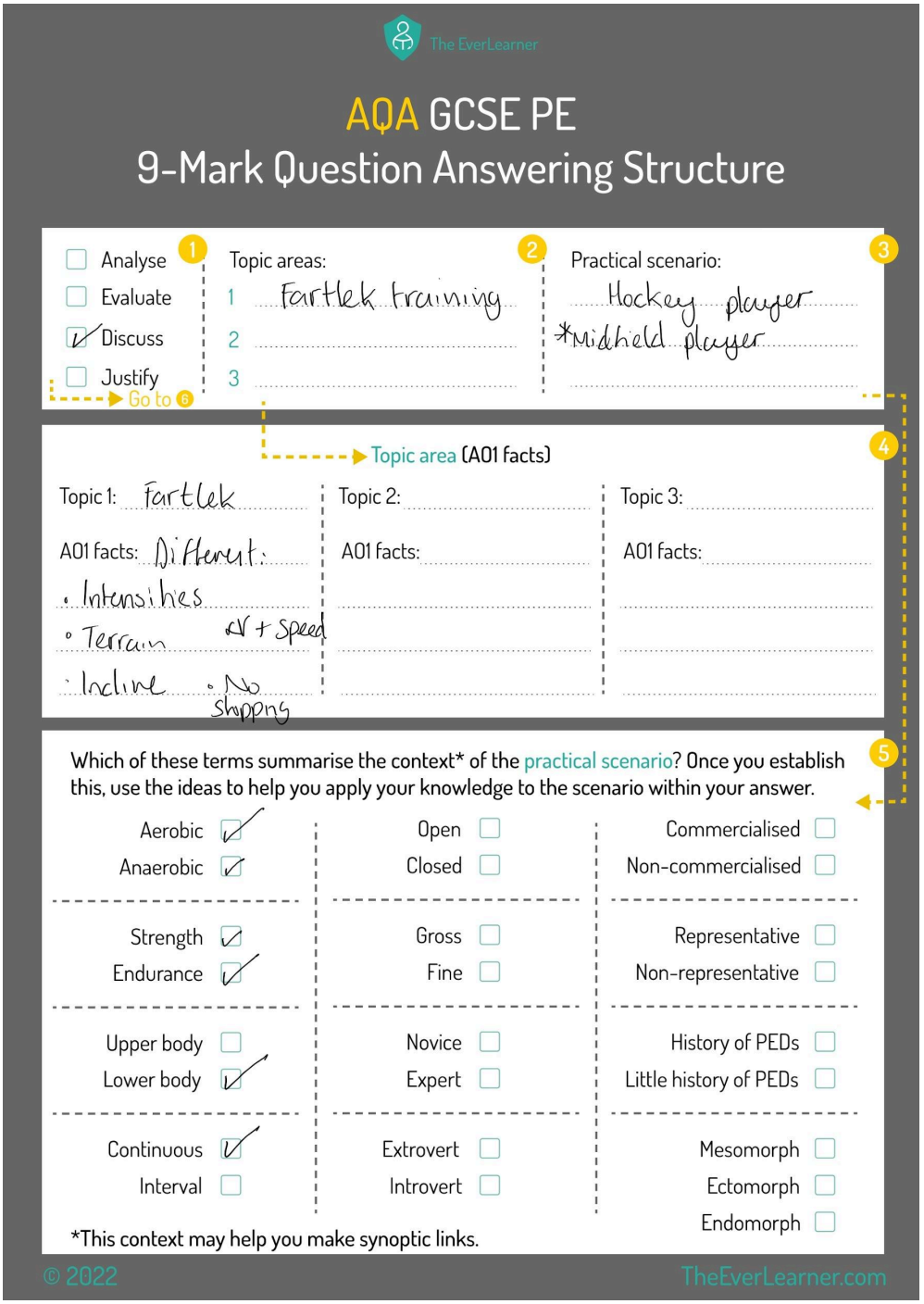
Let's look next at the process that students could follow.

Paper 1: nine-marker

Here is the nine-marker to be answered:

> **32.** Nilam has been playing hockey for five years and wants to improve her fitness using Fartlek training.
> Discuss the effectiveness of Fartlek training for a hockey player.

Once again, we will use the answering framework to support our writing:



From 1

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'Analyse' language

- Firstly,
- Secondly,
- Lastly,
- The reason for this
- Because,
- As a result,
- This means
- Through
- By
- Therefore,
- Additionally,

'Evaluate' language

- A strength
- A weakness
- An advantage
- A disadvantage
- On the one hand
- On the other hand
- , whereas
- In contrast,
- The upside is
- The downside is
- However,

'Discuss' language

(Depends on the exact nature of the question)

Everything from analyse and evaluate but may also require:

- Is characterised by
- Is composed of
- Is like
- Is not like
- In comparison,
- Is different because
- Is similar because
- Similarly,

'Justify' language 6

- Because
- The reason for this
- I believe this because
- The evidence for this
- The evidence against this
- In support of this position
- On the one hand,
- On the other hand,
- Therefore,
- In my opinion,
- I think that

Synoptic links: tick at least two relevant areas and develop them in your answer. 7

- [x] Energy
- [ ] Diet
- [ ] Hydration
- [ ] Mental preparation
- [ ] Recovery from exercise
- [ ] Goal setting
- [x] Motivation
- [ ] Principles of training
- [ ] Arousal
- [ ] Basic info processing
- [ ] Classification of skill
- [ ] Somatotype
- [ ] PEDs
- [x] Effects of exercise
- [x] Principles of training
- [x] Warm up + cool down

Does your answer require a conclusion?

- [x] Yes, it does.
- [ ] No, it doesn't.

Conclusion style: Repeating the same points as a summary. 8

- [x] I confirm that I am NOT doing this.

- [ ] Conclusion style 1: Incorporating my synoptic links into the conclusion
- [ ] Conclusion style 2: Applying the main ideas to my own experience of performance/participation
- [ ] Conclusion style 3: Providing a summary judgement based on the points I have made
- [ ] Conclusion style 4: Giving a prediction for the future
- [x] Conclusion style 5: Based on the ideas in the answer, giving advice to the performer in the scenario

General concluding language: 9

- [x] In conclusion,
- [ ] I believe that
- [ ] I expect that
- [x] My advice would be
- [ ] On the balance of the arguments, I believe that
- [ ] I believe this because
- [ ] In my experience,
- [ ] I would like to see
- [ ] My prediction is

Checklist: 10

- [x] I have included all my knowledge of the topic(s).
- [x] I have repeatedly linked the topic to the impact on performance/participation of the practical scenario.
- [x] I have performed the command skill.
- [x] I have included **at least two developed** synoptic links. (5)
- [x] Where relevant, I have included a conclusion.

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Your answer

Nilam has been playing hockey for five years and wants to improve her fitness using Fartlek training.

Discuss the effectiveness of Fartlek training for a hockey player.

Question here

A01 x ☐ marks A02 x ☐ marks A03 x ☐ marks

Chunked approach: ☐

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

Blended approach: ☑

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

Do not write outside the box

Fartlek is characterised by training at different intensities, on different terrain or by training with incline and decline. It is effective in the development of cardiovascular fitness for games players and other athletes, but, crucially, is also known to develop speed due to the changes in pace. This means that it can be considered both an aerobic and anaerobic training method.

I am going to assume that Nilam is a midfield player. As a result, her fitness demands would include both excellent cardiovascular endurance and speed due to the long nature of the event and also the changes of pace required in the midfield zone of the pitch. Nilam works anaerobically to make sprints, defend 1 v 1 or make attacking supporting runs but she also works aerobically during longer phases of play and between anaerobic bouts when she is jogging back into position or preparing to defend a corner. This links to energy systems with anaerobic respiration being of high intensity and short duration and aerobic respiration being of long duration and moderate or even low intensity. Only aerobic respiration occurs in the presence of sufficient

oxygen. As a result of all this, Nilam will work within her Fartlek at at least two different intensities. The first will be aerobic and will be 60-80% of HRmax, whereas the second will be anaerobic and will be 80-90% of HRmax. Furthermore, she is likely to train on specific hockey surfaces such as artificial and even water-based artificial if that is what she commonly plays on.

Nilam is likely to do more training at 60-80% (aerobic) than a forward, say, as their performance tends to involve covering longer distances at more moderate intensity compared to an explosive forward. This would cause Nilam's overall movements to be more energy efficient and for her to sustain her performances over 70 minutes. Crucially, Nilam must not neglect anaerobic work altogether as she would with continuous training. The speed developments from Fartlek will help her to sprint to the ball or in support of attacks or when recovering to defend. Therefore, her defensive positioning will be better. Without this explosiveness, Nilam would be a one-paced midfield player. Moreover, Nilam could incorporate hockey skills into the Fartlek training. These could be sidestepping, shuffling or even dribbling with stick and ball. However, there are issues. Nilam's intrinsic motivation levels, the internal drive to train hard and not slack off, will be challenged by the long duration nature of Fartlek. Similarly, if she overtrains with the changing intensities as described, the chances of injury may be greater. Therefore, the principle of training reversibility is critical. Nilam must only progressively overload to a degree that will not prevent training through burnout or injury. Finally, Nilam should apply the principle of type by incorporating other training methods such as weight training for strength.

In conclusion, I would advise Nilam to complete a six-week Fartlek-training programme beginning with three sessions a week working at both intensities. Additionally, I would incorporate one weight-training session per week from week three and a further one from week five. Throughout all of this, Nilam must complete good warm-ups and cool-downs and ensure that the quality of her rest is excellent, so that the long-term effects such as increased stroke volume and increased maximal cardiac output can adapt efficiently.

Do not write outside the box

9

Synoptic links for 9-mark questions
AQA GCSE PE 9-1

Area of the specification	Context of the question	Typical synoptic links
Aerobic and anaerobic energy	• Aerobic/submaximal performance	• Glucose + O_2 goes to CO_2 + H_2O + energy • Long duration, moderate intensity
	• Anaerobic/maximal performance	• Glucose goes to lactic acid + energy • Short duration, high intensity
Diet	• Aerobic/submaximal performance	• Increased carbohydrate consumption in the diet to provide more glucose for aerobic respiration
	• Anaerobic/maximal performance	• Increased protein consumption in the diet to maximise anaerobic adaptation and repair tissue
Hydration	• All	• Before, during and after • Essential for cell function • Essential to prevent loss of concentration/mistakes
Mental preparation	• All but try to focus on times before, during or after performance when the techniques can be used.	• Deep breathing exercises prior to the whistle • Use of imagery to increase confidence • Mental rehearsal to control arousal • Self-talk to block negative thoughts
Recovery from exercise	• Particularly important for anaerobic	• Thorough cool-down to remove lactic acid • Ice bath to flush muscles • Massage to remove toxins
Goal setting	• All	• Focus on SMART. • Name a SMART target such as "over six weeks, increase one rep max score by 5% on every lift." • SMART targets increase motivation levels.
Motivation	• All	• Intrinsic motivation is the most powerful and comes from the desire to participate or succeed. • Extrinsic motivation such as rewards can be tried.
Principles of training	• All	• Apply the FITT principle: more, more intense, longer and more varied training over time. • Don't overtrain or injury will occur and reversibility will follow.
Arousal	• All	• Find the right arousal level for peak/optimal performance. • Optimal arousal can vary depending on personality and/or the type of skill being performed. • Use mental preparation techniques (see above) to control arousal.

Area of the specification	Context of the question	Typical synoptic links
Basic information processing model	• All	• Input – senses • Decision-making – using memory to compare to previous experiences and deciding how to move • Output – nerve impulses and muscle contractions • Feedback – information on how it is going/went
Classification of skill	• All	• Basic or complex? Justify. • Open or closed? Justify. • Self or externally paced? Justify. • Gross or fine? Justify.
Somatotype	• All	• Determine whether the activity profile is best suited to a meso, ecto or endomorph. • State what the impact of not being this shape might be.
Prohibited substances and methods (PEDs)	• All	• Does the sport have a legacy of PED use? • If so, which PED/method and why? • Which PED/method could enhance performance in this sport? • What are the potential side effects?
Effects of exercise	• All	• Write about the long-term effects of training (months and years) if your question requires you to write about training methods. • Example link: One long-term effect of Fartlek training is the increased size and strength of the cardiac muscle, known as cardiac hypertrophy. This causes a greater exercising stroke volume leading to a greater delivery of oxygenated blood to the working muscle and the ability to work at higher intensities aerobically.

Paper 2: nine-marker

Here is the question for the 9-marker on Paper 2. Once again, it has been taken from the 2025 National Mock Exam.

29. Evaluate the impact of technology on **spectators**. (9 marks)

And in the next pages you can see how the student went about answering it:

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AQA GCSE PE
9-Mark Question Answering Structure

1

- [ ] Analyse
- [x] Evaluate
- [ ] Discuss
- [ ] Justify

Go to 6

2 Topic areas:

1 Technology

2

3

3 Practical scenario:

Spectators
* at home
* and live in stadium

4 Topic area (AO1 facts)

Topic 1: Technology	Topic 2:	Topic 3:
AO1 facts: Software, apps, big screens, instant replays, all-seater stadia, ticketless entry	AO1 facts:	AO1 facts:

5 Which of these terms summarise the context* of the practical scenario? Once you establish this, use the ideas to help you apply your knowledge to the scenario within your answer.

Aerobic ☐	Open ☐	Commercialised ☑
Anaerobic ☐	Closed ☐	Non-commercialised ☐
Strength ☐	Gross ☐	Representative ☐
Endurance ☐	Fine ☐	Non-representative ☐
Upper body ☐	Novice ☐	History of PEDs ☐
Lower body ☐	Expert ☐	Little history of PEDs ☐
Continuous ☐	Extrovert ☐	Mesomorph ☐
Interval ☐	Introvert ☐	Ectomorph ☐
		Endomorph ☐

*This context may help you make synoptic links.

From 1

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'Analyse' language

- Firstly,
- Secondly,
- Lastly,
- The reason for this
- Because,
- As a result,
- This means
- Through
- By
- Therefore,

'Evaluate' language

Positive

- A strength
- A weakness
- An advantage
- A disadvantage
- On the one hand
- On the other hand
- , whereas
- In contrast,
- The upside is
- The downside is

However,

'Discuss' language

(Depends on the exact nature of the question)

Everything from analyse and evaluate but may also require:

- Is characterised by
- Is composed of
- Is like
- Is not like
- In comparison,
- Is different because
- Is similar because
- Similarly,

'Justify' language 6

- Because
- The reason for this
- I believe this because
- The evidence for this
- The evidence against this
- In support of this position
- On the one hand,
- On the other hand,
- Therefore,
- In my opinion,
- I think that

Synoptic links: tick at least two relevant areas and develop them in your answer. 7

- ☐ Energy
- ☐ Diet
- ☐ Hydration
- ☐ Mental preparation
- ☐ Recovery from exercise
- ☐ Goal setting
- ☐ Motivation
- ☐ Principles of training
- ☐ Arousal
- ☐ Basic info processing
- ☐ Classification of skill
- ☐ Somatotype
- ☐ PEDs
- ☐ Effects of exercise
- ☐ .....

Does your answer require a conclusion?

- ☑ Yes, it does.
- ☐ No, it doesn't.

Conclusion style: Repeating the same points as a summary. 8

- ☑ I confirm that I am NOT doing this.

- ☐ Conclusion style 1: Incorporating my synoptic links into the conclusion
- ☑ Conclusion style 2: Applying the main ideas to my own experience of performance/participation
- ☐ Conclusion style 3: Providing a summary judgement based on the points I have made
- ☐ Conclusion style 4: Giving a prediction for the future
- ☐ Conclusion style 5: Based on the ideas in the answer, giving advice to the performer in the scenario

General concluding language: 9

- ☑ In conclusion,
- ☑ I believe that
- ☐ I expect that
- ☐ My advice would be
- ☐ On the balance of the arguments, I believe that
- ☐ I believe this because
- ☐ In my experience,
- ☐ I would like to see
- ☐ My prediction is

Checklist: 10

- ☑ I have included all my knowledge of the topic(s).
- ☑ I have repeatedly linked the topic to the impact on performance/participation of the practical scenario.
- ☑ I have performed the command skill.
- ☒ I have included **at least two developed** synoptic links.
- ☑ Where relevant, I have included a conclusion.

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Your answer

Evaluate the impact of technology on spectators.

Question here

A01 x ☐ marks A02 x ☐ marks A03 x ☐ marks

Chunked approach: ☑
- Cover all A01.
- Then, cover all A02.
- Then, cover all A03.
- Then, conclude the answer.

Blended approach: ☐
- Cover A01, A02 and A03 in all paragraphs.
- Then, conclude the answer.

Do not write outside the box

Examples of technology that influence spectators are things like interactive viewing software and apps for football matches, big screens both at home or in the pub or even in the stadium. Others are things like instant replays and statistical analysis of matches and tactics. Finally, there are in-stadium technologies such as ticketless entry and all-seater stadia as well as software and technology to help officials make better decisions.

A strength of interactive timelines on TNT sport or Sky Sport apps make home-viewing experiences far more immersive. Viewers can immediately track highlights, decisions and scoring occasions raising the excitement levels or even the social element of watching with friends. However, there are also issues. Watching from home with smart apps disincentivises people from visiting the stadium and experience the atmosphere for real. Even from home, people might lose track of the live moment.

Technology to help officials such as VAR, HawkEye or TMO is advantageous for spectators but only if it does not slow the flow of play and is clearly communicated. If not, referee technology can be frustrating and

aloof and can lead to controversy over decisions.

Stadium-based technology is very positive for fans to get faster entry and departure although, because of the non-human aspect of turnstiles, tickets can be exchanged and people with bans could gain access to the ground. Big screens are excellent in athletics and cricket stadia because they keep the fans informed. However, they can also be a distraction and fans can watch the screen, not the event. I noticed recently that, for a big pay-per-view boxing match, the event was held in such a large stadium that those at the back could only watch on the screen as the bout was so far away. Therefore, stadium screens enable profit without providing a genuine experience.

Media technology in general, including various camera angles ultra 4k and other solutions, are very positive for those who can afford the subscriptions and the TV hardware. However, those on a limited budget cannot get this access and the offering becomes exclusive.

In conclusion, I want to write about the tradition of sports spectatorship. Many people in the UK don't realise just how hard-fought it was for working-class people to have the Saturday afternoon off work to go and spectate their team in days gone by. We need to be mindful not to remove the probability of in-person, live sporting events by making sport a hi-tech, expensive from-the-sofa-only experience. I believe in live spectatorship and technology should be used to improve not discourage this.

Do not write outside the box

9

There is a major weakness to this answer and it is the reason why it is 7/9 not 9/9. Have you spotted it?

This student has not linked their nine-mark answer to any other area of the course and, therefore, their tendency to score 5/5 A03 marks has decreased. Whilst the answer is excellent, the student has neglected the need to link the answer to other areas of the course. If they did this successfully, this would be a 9/9 answer.

Appendix

You will find all six- and nine-mark writing frames including the synoptic links in the links below (electronic copies) or in the next few pages of the appendix.

- AQA GCSE PE six-marker writing structure
- AQA GCSE PE nine-marker writing structure

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AQA GCSE PE
6-Mark Question Answering Structure

1

- [ ] Analyse
- [ ] Evaluate
- [ ] Discuss
- [ ] Justify

Go to 6

2

Topic areas:

1 .....

2 .....

3

Practical scenario:

.....

.....

.....

4

Topic area (AO1 facts)

Topic 1: .....

AO1 facts: .....

.....

.....

.....

Topic 2: .....

AO1 facts: .....

.....

.....

.....

5

Which of these terms summarise the context* of the practical scenario? Once you establish this, use the ideas to help you apply your knowledge to the scenario within your answer.

Aerobic ☐	Open ☐	Commercialised ☐
Anaerobic ☐	Closed ☐	Non-commercialised ☐
Strength ☐	Gross ☐	Representative ☐
Endurance ☐	Fine ☐	Non-representative ☐
Upper body ☐	Novice ☐	History of PEDs ☐
Lower body ☐	Expert ☐	Little history of PEDs ☐
Continuous ☐	Extrovert ☐	Mesomorph ☐
Interval ☐	Introvert ☐	Ectomorph ☐
		Endomorph ☐

From 1

'Analyse' language

- Firstly,
- Secondly,
- Lastly,
- The reason for this
- Because,
- As a result,
- This means
- Through
- By
- Therefore,

'Evaluate' language

- A strength
- A weakness
- An advantage
- A disadvantage
- On the one hand
- On the other hand
- , whereas
- In contrast,
- The upside is
- The downside is

'Discuss' language

(Depends on the exact nature of the question)

Everything from analyse and evaluate but may also require:

- Is characterised by
- Is composed of
- Is like
- Is not like
- In comparison,
- Is different because
- Is similar because
- Similarly,

'Justify' language 6

- Because
- The reason for this
- I believe this because
- The evidence for this
- The evidence against this
- In support of this position
- On the one hand,
- On the other hand,
- Therefore,
- In my opinion,
- I think that

Does your answer require a conclusion?

☐ Yes, it does. ☐ No, it doesn't.

Conclusion style: Repeating the same points as a summary. 7

☐ I confirm that I am NOT doing this.

- ☐ Conclusion style 1: Applying the main ideas to my own experience of performance/participation
- ☐ Conclusion style 2: Providing a summary judgement based on the points I have made
- ☐ Conclusion style 3: Giving a prediction for the future
- ☐ Conclusion style 4: Based on the ideas in the answer, giving advice to the performer in the scenario

General concluding language: 8

- ☐ In conclusion,
- ☐ In my experience,
- ☐ I believe that
- ☐ I would like to see
- ☐ I expect that
- ☐ My prediction is
- ☐ My advice would be
- ☐ On the balance of the arguments, I believe that
- ☐ I believe this because

Checklist: 9

- ☐ I have included all my knowledge of the topic(s).
- ☐ I have repeatedly linked the topic to the impact on performance/participation of the practical scenario.
- ☐ I have performed the command skill.
- ☐ Where relevant, I have included a conclusion.

Your answer

Question here

AO1 x 1 marks AO2 x 2 marks AO3 x 3 marks

Chunked approach: ☐

- Cover all AO1.
- Then, cover all AO2.
- Then, cover all AO3.
- Then, conclude the answer.

Blended approach: ☐

- Cover AO1, AO2 and AO3 in all paragraphs.
- Then, conclude the answer.

Do not write outside the box

Your answer here

Do not write outside the box

Your answer here

A01 /1 A02 /2 A03 /3 → /6

The EverLearner

AQA GCSE PE
9-Mark Question Answering Structure

1

- [ ] Analyse
- [ ] Evaluate
- [ ] Discuss
- [ ] Justify

Go to 6

2

Topic areas:

1 .....

2 .....

3 .....

3

Practical scenario:

.....

.....

.....

4

Topic area (AO1 facts)

Topic 1:	Topic 2:	Topic 3: .....
AO1 facts:	AO1 facts:	AO1 facts: .....
.....	.....	.....
.....	.....	.....
.....	.....	.....

5

Which of these terms summarise the context* of the practical scenario? Once you establish this, use the ideas to help you apply your knowledge to the scenario within your answer.

Aerobic ☐	Open ☐	Commercialised ☐
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Continuous ☐	Extrovert ☐	Mesomorph ☐
Interval ☐	Introvert ☐	Ectomorph ☐
		Endomorph ☐

*This context may help you make synoptic links.

From 1

The EverLearner

'Analyse' language

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- Secondly,
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- The reason for this
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'Justify' language 6

- Because
- The reason for this
- I believe this because
- The evidence for this
- The evidence against this
- In support of this position
- On the one hand,
- On the other hand,
- Therefore,
- In my opinion,
- I think that

Synoptic links: tick at least two relevant areas and develop them in your answer. 7

- ☐ Energy
- ☐ Diet
- ☐ Hydration
- ☐ Mental preparation
- ☐ Recovery from exercise
- ☐ Goal setting
- ☐ Motivation
- ☐ Principles of training
- ☐ Arousal
- ☐ Basic info processing
- ☐ Classification of skill
- ☐ Somatotype
- ☐ PEDs
- ☐ Effects of exercise
- ☐ .....

Does your answer require a conclusion?

☐ Yes, it does. ☐ No, it doesn't.

Conclusion style: Repeating the same points as a summary. 8

☐ I confirm that I am NOT doing this.

- ☐ Conclusion style 1: Incorporating my synoptic links into the conclusion
- ☐ Conclusion style 2: Applying the main ideas to my own experience of performance/participation
- ☐ Conclusion style 3: Providing a summary judgement based on the points I have made
- ☐ Conclusion style 4: Giving a prediction for the future
- ☐ Conclusion style 5: Based on the ideas in the answer, giving advice to the performer in the scenario

General concluding language: 9

- ☐ In conclusion,
- ☐ In my experience,
- ☐ I believe that
- ☐ I would like to see
- ☐ I expect that
- ☐ My prediction is
- ☐ My advice would be
- ☐ On the balance of the arguments, I believe that
- ☐ I believe this because

Checklist: 10

- ☐ I have included all my knowledge of the topic(s).
- ☐ I have repeatedly linked the topic to the impact on performance/participation of the practical scenario.
- ☐ I have performed the command skill.
- ☐ I have included **at least two developed** synoptic links.
- ☐ Where relevant, I have included a conclusion.

Your answer

Question here

AO1 x ☐ marks AO2 x ☐ marks AO3 x ☐ marks

Chunked approach: ☐

- Cover all AO1.
- Then, cover all AO2.
- Then, cover all AO3.
- Then, conclude the answer.

Blended approach: ☐

- Cover AO1, AO2 and AO3 in all paragraphs.
- Then, conclude the answer.

Do not write outside the box

Your answer here

Do not write outside the box

Your answer here

/9