



HALL MEAD
SCHOOL



Year 11

Revision summaries

Summary: How to use flash cards

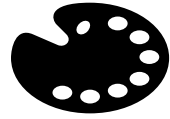


Identify knowledge

What are you creating a flash card on?

Do you have your GCSE specification?

Use your book to look at previous misconceptions from feedback.



Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall.



Designing

1 Question per card
Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.



Using

Write your answers down, or say your answers out loud. This shows gaps in your knowledge.

Do not copy and re-read.

Shuffle the cards each time you use them.



Feedback

How have you performed when you look back at your answers?

Is there any topics you need to revise in more detail?

Is your knowledge secure? If so, move on.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't testing your knowledge effectively.

Summary: How to use flash cards

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



2 Place all your flashcards in compartment 1.



3 Test yourself on a flashcard



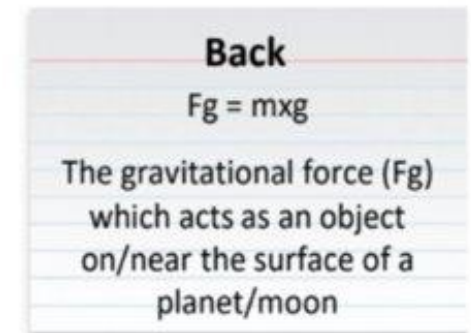
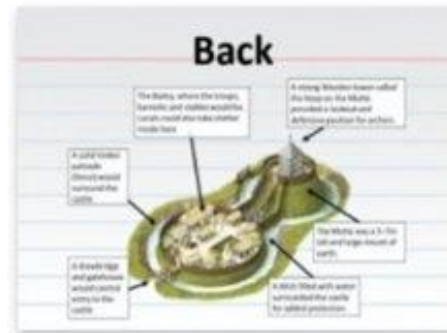
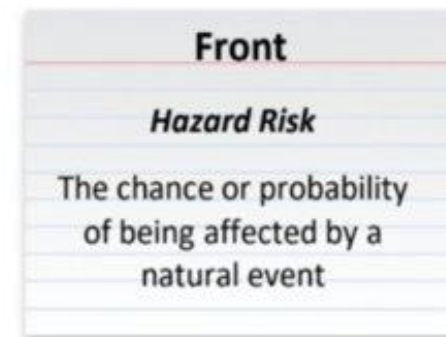
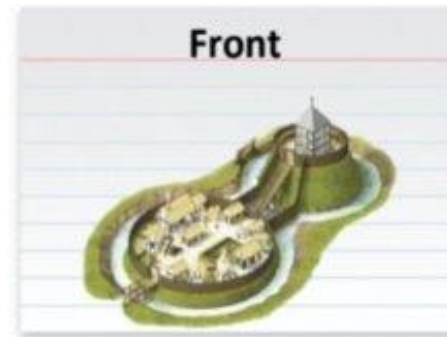
4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.



Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't testing your knowledge effectively.

Summary: Self Quizzing



Identify knowledge

Identify knowledge/content you wish to cover.



Review and create

Spend 5-10 minutes reviewing content (knowledge).

Create 10 questions on the content.



Cover and answer

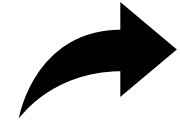
Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



Self-mark and reflect

Go back to the content and self mark your answers in **green** pen.

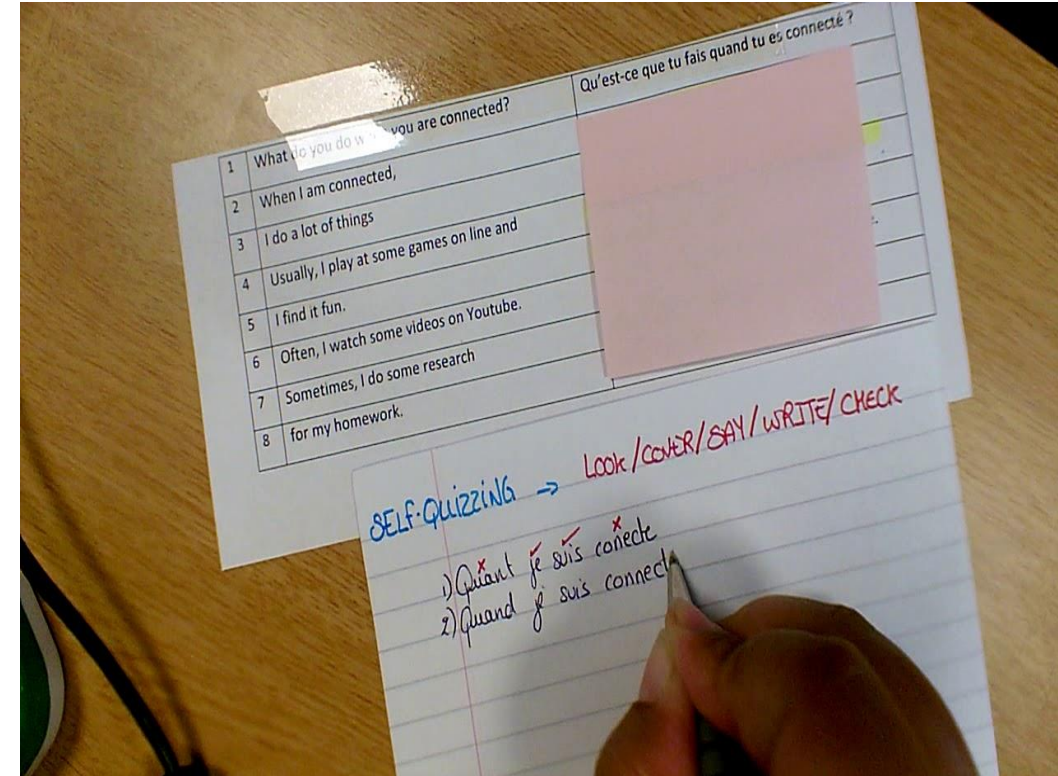
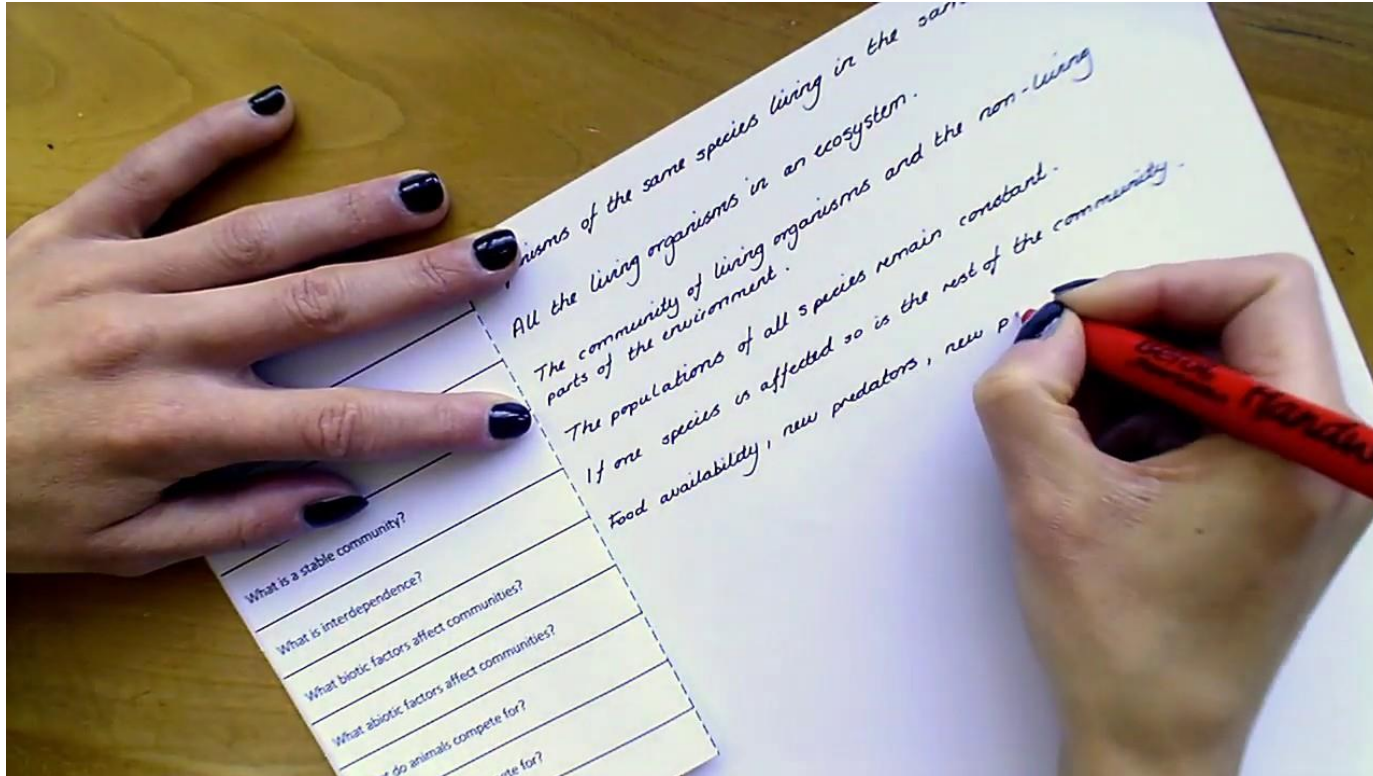


Next time

Revisit the areas where there were gaps in knowledge and include these same questions next time.

Ensure that you complete all subjects and all topics- not just the subjects you enjoy the most or find easiest.
Practice makes perfect!

Summary: Self Quizzing



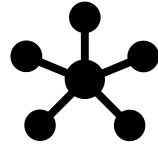
Ensure that you complete all subjects and all topics- not just the subjects you enjoy the most or find easiest.
Practice makes perfect!

Summary: How to create a mind map



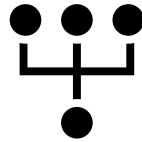
Identify knowledge

Select a topic you wish to revise. Have your class notes ready. (specifications)



Identify sub topics

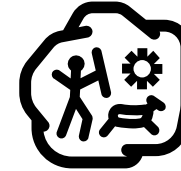
Place the main topic in the centre of your page and identify sub topics that will branch off.



Branch off

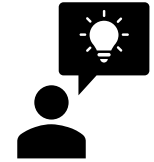
Branch off your sub topics with further detail.

Try not to fill the page with too much writing.



Use images and colour

Use images and colour to help topics stick into your memory.

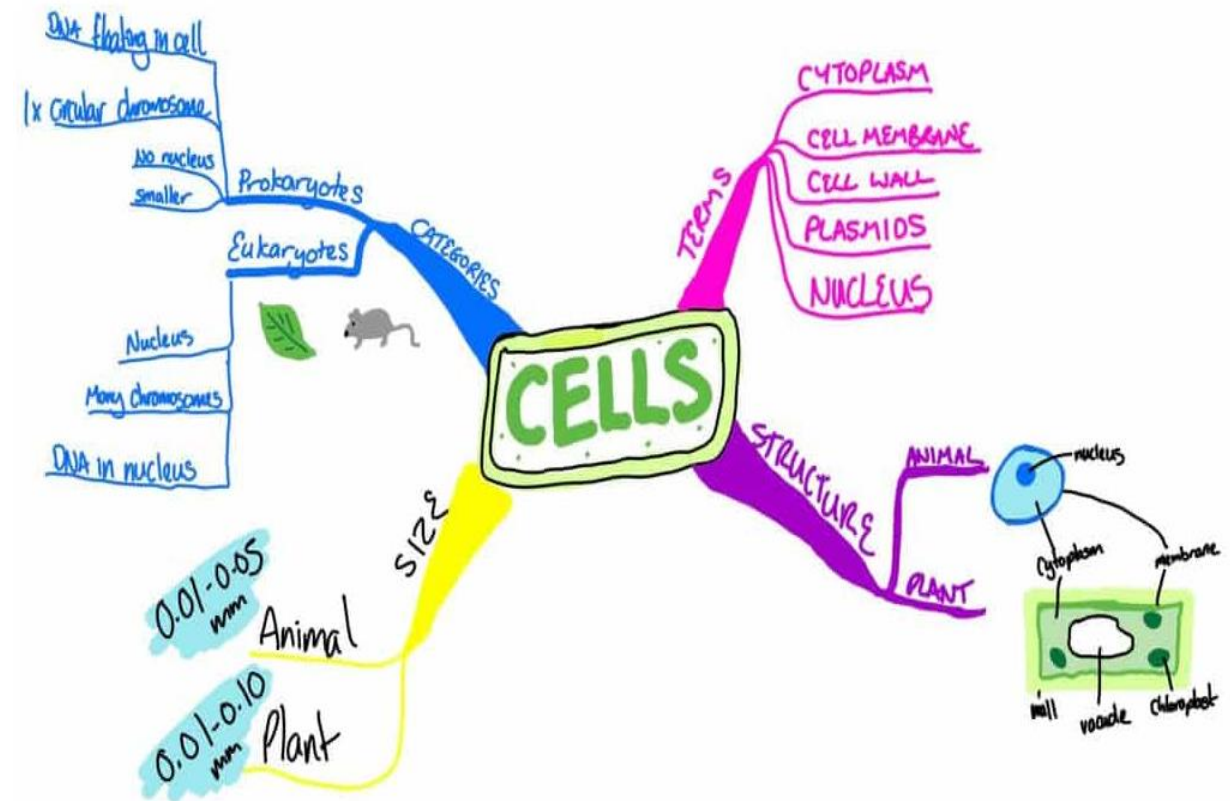
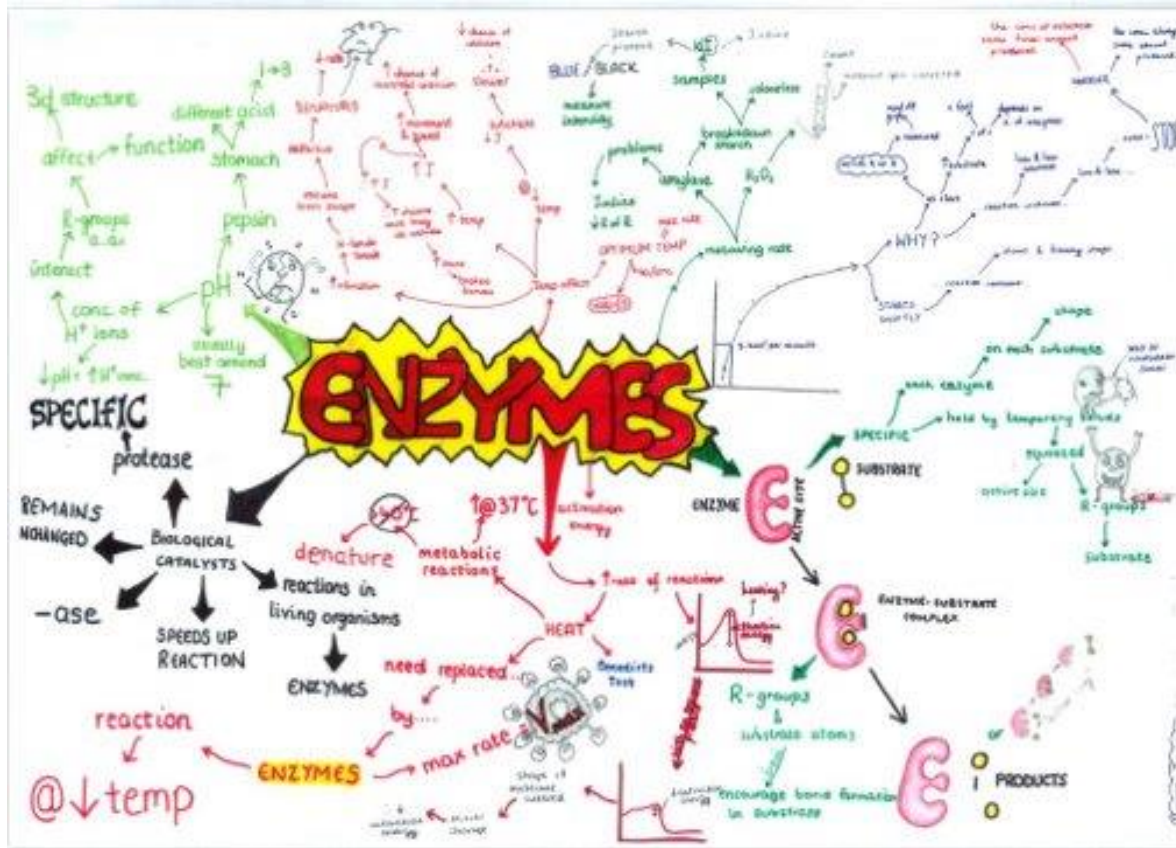


Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

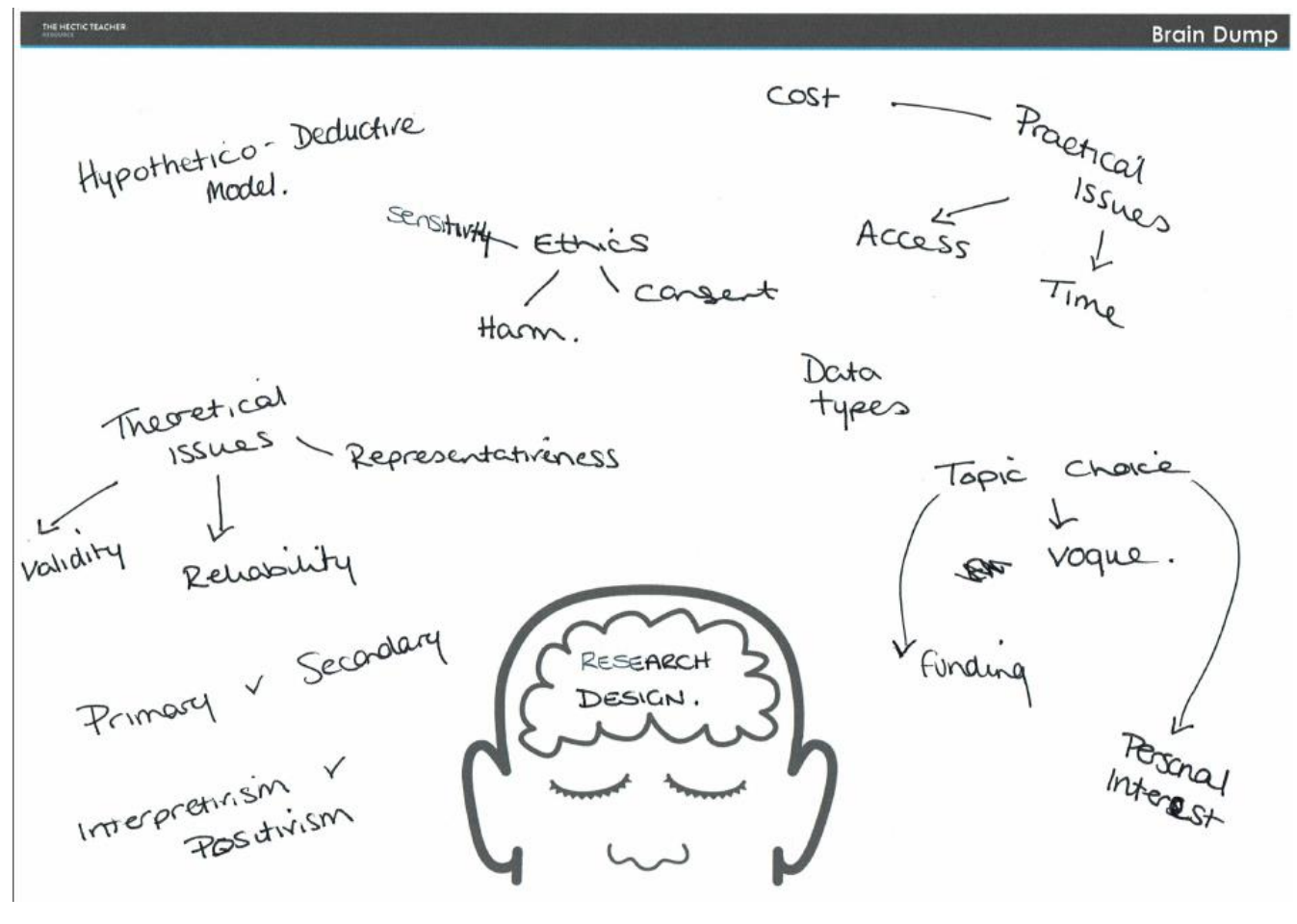
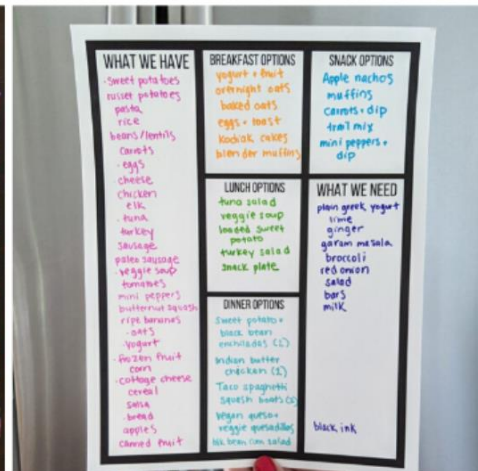
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, it is harder to visualise and recall the information.

Summary: How to create a mind map



Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, it is harder to visualise and recall the information.

Summary: Brain dumps



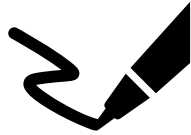
Brain dumps are a way of getting information out of your brain.

Summary: Brain dumps



Identify knowledge

Identify the knowledge/topic area that you want to cover.



Write it down

Take a blank piece of paper and write down everything you can remember about the topic. (with no prompts)

Give yourself a time limit (10 minutes)



Organise information

Once complete and you cannot remember any more, use different colours to highlight words in groups.

This categorises/links information.



Check understanding

Compare your brain dump to your knowledge in your book.

Add any key information you have missed in a different colour.



Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topics, try and complete the same amount of information in a shorter period of time or add more information.

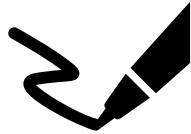
Brain dumps are a way of getting information out of your brain.

Summary: Chunking



Break up text

Break up the information into smaller chunks, this makes it easier to revise and learn.



Categorise text

Give each chunk a category. This will help separate the text easier for revision.



Highlight key information

Only highlight relevant information. In a text, much of the information is irrelevant, so, only highlight the key points.



Write down key information

Write down the key information into each of the categories.



Store and compare

Keep your chunking text safe and revisit it.

Focus on highlight/written down information only. This will help you pick out key points in a text.

Chunking aids motivation and ensures your working memory is not overwhelmed.

Summary: Chunking

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week, he went to a café and ordered a drink. The waiter said "I'm sorry, we don't serve coloured people". Ali was so incensed by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali's record was 100 wins, 5 losses when he ended his amateur career. Ali became the World Champ at the age of 22. Clay was famed for his unorthodox fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the 'Ali shuffle'. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring. It was in the pre-fight build up to his first world title fight with Sonny Liston that Ali famously said "I will float like a butterfly and sting like a bee". In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer. In 1971, Ali lost the title to Joe Frazier. Ali went on to win it back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3 separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50 million\$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam (or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of 'Sportsman of the Century' by the BBC in 1999. Although suffering from Parkinson's disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

Paragraph 1: 'Born':

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in **1942**, in **Louisville, Kentucky** in the United States. He was named after his father, **Cassius Clay, Sr.**, who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. **He became a boxer at the age of 12.**

Born:

- **1942**
- **Kentucky**
- **Cassius Clay**
- **1964**
- **12**

Boxing:

- **1960 Rome Olympics**
- **Professional at 18**
- **100 wins, 5 losses at amateur**

World Champion:

- **22**
- **'Float like a butterfly, sting like a bee'**
- **Vietnam 1967**
- **3 times World Champion**
- **\$50 million**

Life:

- **National of Islam**
- **Married 4 times**
- **9 children**
- **BBC Sportsman of the Century 1999**

Chunking aids motivation and ensures your working memory is not overwhelmed.

Summary: Past papers, power hour



Choose past paper question

Identify the subject you want to revise.

Choose a past paper question on a topic of weakness.



Revise (20 mins)

Spend 20 minutes revising what you need to know to answer your chosen question.



Complete the question

Set a timer for 20 minutes and answer the question.



Mark your answer

Use the mark scheme to help mark. This will help you with what the examiner wants to see in your answer.

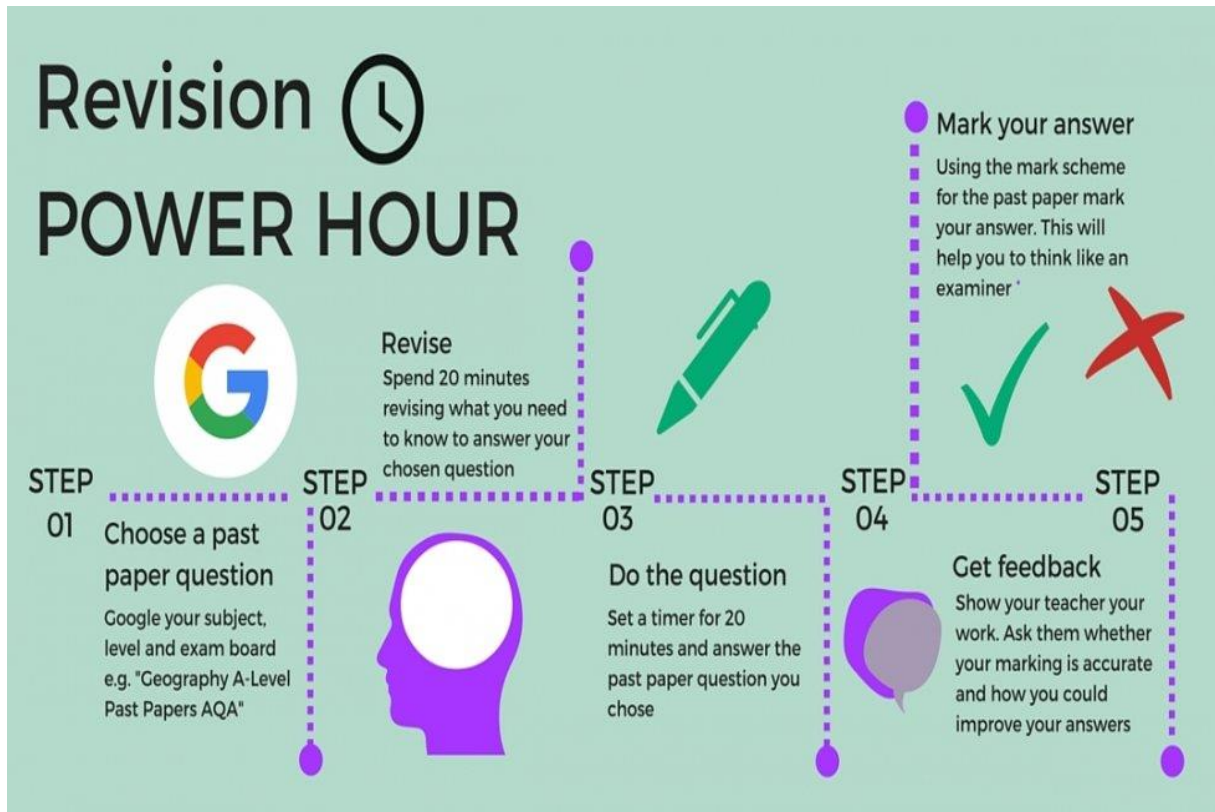


Fill the gaps

Complete any additional marks in **green** pen to ensure you can see where you could improve your work.

Past papers are key for exam practice. This will help improve your knowledge of how to answer questions that are set by the exam board. The format doesn't change much, practice, practice, practice.

Summary: Past papers, power hour



Edexcel GCSE
Physical Education
Unit 1: The Theory of Physical Education
Sample Assessment Material
Time: 1 hour 30 minutes
Paper Reference: **SPE01/01**

You do not need any other materials.

- Instructions**
- Use **black** ink or ball-point pen.
 - Fill in the boxes** at the top of this page with your name, centre number and candidate number.
 - Answer all the questions.**
 - Answer the questions in the spaces provided** - there may be more space than you need.
- Information**
- The total mark for this paper is 30.
 - The marks for **each** question are shown in brackets.
 - Use **black** ink to give answers. Use each line to give an answer.
 - Questions labelled with an asterisk (*) are ones where the quality of your written communication will be assessed - you should pay particular care with your spelling, punctuation and grammar as well as the clarity of expressing your ideas.
- Advice**
- Read each question carefully before you start to answer it.
 - Keep an eye on the time.
 - Try to answer every question.
 - Check your answers if you have time at the end.

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Question Number	Answer	Mark
4(a)(i)	Agility	(1)
4(a)(ii)	Reaction time	(1)
4(a)(iii)	Balance	(1)

Question Number	Answer	Mark
4(b)(i)(ii)	<p>(i) Component of skill-related fitness:</p> <p>Power Speed Co-ordination</p> <p>Any two in any order</p> <p>(ii) Activity where BOTH components are important</p> <p>N.B. If only 1 correct component in (i), no credit for this part of the question. N.B. If no activity then no marks for (ii) and (iii)</p> <p>Credit any appropriate activity given candidate response, e.g. Sprinting</p>	(2)
	<p>(iii) Why component 1 is important</p> <p>N.B. If no correct answer in part (ii), no credit for this part of the question.</p> <p>Credit any appropriate application, e.g. Power - for an explosive start from the blocks, (to give a faster time)</p> <p>N.B. If no correct answer in part (ii), no credit for this part of the question.</p> <p>Why component 2 is important</p> <p>E.g. Speed - to run faster than opponents E.g. Co-ordination - so that arms and leg movement can work together to give optimum speed</p>	(1)
		(2)
(Total 8 marks)		

1827/2021 GCSE Physical Education
Mark Scheme Summer 2020

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Good luck Year 11.

Take action, close the gaps.