



Questions & Answers

Physical Education Advanced Higher Question Paper

In the description (e.g. 1a) did you merit the description for saying what they did after data was collected? e.g. compare, file into training diary, discuss with coach...?

No – descriptive marks are only given for the use of the method. Whilst we allocate marks for the totalling up of scores/percentages, how that data is used is not credited in describing the method of data collection.

Can we have clarification on the statement that two questionnaires weren't acceptable. It seems like you contradicted that by saying that SCAT and POMS would be acceptable? These are both questionnaires too. It seemed clear from the pupil answer that the EIQ was different from the 'confidence questionnaire'. Both the POMS and SCAT are listed in the MESP table as two distinct methods. SCAT being a 'test' and POMS being a 'profile'. They are distinctly different by definition and therefore can be accepted within the context of this question.

For 2a do they need to relate it to a sport? they haven't mentioned any activity, so it seems vague. In the marking instructions every bullet point has a sport

It would be good practice to identify the team or group activity within the response. However, if the candidate is clearly referring to a performance that involves interaction with others (i.e. I made the correct decision to pass to my team-mate) then we can award marks.

For 2b the impact seems to be the same for the first and third paragraph (loss of motivation). My understanding was that you can't use the same impact twice?

In some areas of content, the impact on performance or performance development can be limited therefore we can allocate marks to candidates who have approached their explanations from different angles, displaying a depth of knowledge and a clear understanding of the reasons for performance/performance development being impacted.

For 3a what else could be added or expected for an extra mark for recording?

In any descriptive question in a higher question paper, markers are looking for clear and detailed characteristics and features. Examples of acceptable responses are provided within the marking instructions.

Why is there often only ever 1 (or 2) Analyse questions in the question papers? Similarly, for Evaluate.

Each year the question paper is created in a way that samples the mandatory areas of content. Each question paper goes through a rigorous checking and validation process which ensures that the level of demand is in line with previous papers. Command words are one

way of providing demand to a question but in many cases, it is the area of content, or the factor being assessed that provides the challenge.