

Physical. Education

THIS guide gives information on Standard Grade Physical Education and Higher Grade Physical Education. The subject also has exams at Intermediate 1, Intermediate 2 and Advanced Higher. Make sure you know which level you are studying and the time, length and date of your examination.

STANDARD GRADE

Standard Grade Physical Education is made up of three assessable areas

- Practical performance
- Knowledge and understanding
- Evaluating

Practical performance

In your course you will participate in a range of activities and you will be assessed in a minimum of four activities. You will then be awarded a grade for your practical performance which will be worth 50% of your final mark.

Knowledge and understanding

This part of the course covers three areas:

- Activities: where you study the nature and purpose of activities, the rules and the different roles within activities
- The body: where you study the structure and function of the body, plus different aspects of fitness and training
- Skills and techniques: where you study types of skills and technique, ways of developing skill and mechanical principles

This is assessed as an external written exam and is worth 25% of your final mark.

Evaluating

This will involve you evaluating performance by observing and describing performance in various activities and suggesting improvements. This will be produced on a DVD.

This is assessed as an external written exam and is worth 25% of your final mark.

When you have completed all parts of your assessments successfully you will receive an overall award at Foundation, General or Credit level.

THE EXAM

You will be presented for Foundation and General levels or General and Credit levels; make sure you know which level you are being presented for. The exam at each level lasts one hour (approximately).

Evaluating and Knowledge and Understanding areas will be assessed in a combined written paper: Section 1 will cover Evaluating; Section 2 will cover Knowledge and Understanding.

You will attempt the Evaluating section first and on completion move on to the Knowledge and Understanding section.

Evaluating

There are five questions, numbered 1-5. All the questions are in two parts, A and B.

It is important you watch the action closely. You will see actions from various activities, some of which you may have done on your course, others which you might not have covered. Do not panic if you are unfamiliar with these activities as the questions are general in nature and do not relate specifically to that activity. Try to relate the knowledge you have from your experience in one activity to another. There will be a commentary telling you exactly what to do, so listen carefully and follow the instructions.

Make sure you watch the action when required to do so and answer the question when told to do so. By doing this you will ensure that you see all the action and not miss something that may be very important to the question. A time clock will appear on the screen telling you exactly how much time you have.

Part A of each question normally asks you to describe the action. At Foundation level you need to identify and describe in simple terms the actions you see. At General level you need to identify and describe different actions. At Credit level you need to identify and describe different actions in more detail.

You will note that the level of detail required increases from Foundation to General to Credit, but try to answer in as much detail as you can.

In all three levels it is very important to look at the layout of the question and be quite clear as to what the question requires you to do.

These are examples of types of questions that you might face:

- Tick boxes
- Put in order the actions as they happen
- Watch a particular highlighted player or team
- Describe similarities and differences between actions
- Describe the actions you see
- Sometimes a part of the action may be filled in for you and you have to complete the remainder

Part B of each question asks you to suggest improvements. This may be from the same piece of action or from another piece of action.

At each level, look closely at the question and try to give as much detail as possible in your answer. Try to give details as to how the performance you have seen could be improved. The mark allocation and the number of lines in the answer booklet for you to fill in will indicate the depth and detail of answer required.

Note that the depth of detail required in each answer increases from Foundation to General to Credit level.

Knowledge and Understanding

There are five questions in this section, numbered from six to 10. All the questions have a part A and B. In Part A you are required to show knowledge and understanding of facts and principles; Part B will ask you to demonstrate the ability to apply and explain the facts and principles in a range of situations.

Questions in both parts will be based on the what you have learned on your course in the areas of activities, the body and skills and techniques.

At each level look closely at the question and try to give as much detail as possible in your answer. The mark allocation and the number of lines for you to fill in will indicate the depth and detail of answer required. Again, note that the depth of detail required in each answer increases from Foundation to General to Credit level.

HIGHER

Higher Grade Physical Education consists of two Units: Practical Performance and Analysis & Development of Performance. In the practical Unit you will take part in a number of physical activities; this will vary from centre to centre. In the analysis unit you will study at least three areas of analysis. To achieve a Unit you have to successfully complete the Unit assessments. To achieve the course award you have to complete both the Unit assessments and the course award assessments.



For Practical Performance, you will be given a mark out of 20 for each of your two best activities. This will count as 40% of your final mark. The question paper counts as 60% of your final mark. The question paper contains four areas:

- Performance appreciation
- Preparation of the body
- Skills and techniques
- Structures, strategies and composition

Some centres may have studied all four areas, others might have studied only three, so be clear what areas you have studied and what you must answer questions on.

You are required to answer questions from three areas. Within each area there are two questions. You must answer one question in each area, making a total of three questions. The exam lasts two hours and 30 minutes, which gives you 50 minutes per question.

Each question is worth 20 marks and usually has four parts, generally worth four or six marks each. This means that the examination paper is out of 60 marks. This mark is then added to your performance mark out of 40 (gained from two activities on your course, each worth 20 marks) to give a total mark out of 100.

It is a good idea to have a look at last year's exam paper to become familiar with the layout and format of the paper.

Answering questions in Higher Grade Physical Education differs from answering questions in other subjects. Answers should be based on your experience in a variety of activities so there is no one correct answer. Centres will link activities to

ABOUT THE AUTHOR

TOM Hardie is principal teacher of physical education at Beeslack Community High School, Penicuik. He is principal assessor and senior verifier for Higher Physical Education and an exam marker for Advanced Higher Physical Education.

Photograph: Al Bello/Getty



different areas of analysis and development of performance so your answer will be about you and your performance.

Exam questions are based on relevant key concepts you have studied on your course so it is important that your answer relates to these.

Exam questions are also based on outcomes which you will have covered on your course. These are:

- Analyse performance in an activity
- Use knowledge and understanding to analyse performance
- Monitor a programme of work
- Evaluate the analysis and development process

Guidance on a good response

In all Higher questions certain key words appear and will give you an insight as to the level of response required. The words *describe*, *explain* and *discuss* will guide you as to what you should do in your answer and thus help you gain full marks. The main requirement is to make your answers as full and detailed as possible.

Where the question is asking you to describe (the how), a good response should include a full and detailed description. This should be concise and may include relevant examples or relevant diagrams. You should show evidence of acquired knowledge (showing what you know).

Where the question is asking you to explain (the how and the why), a good response should include a clear and concise description followed by an appropriate explanation of the "context" or justification of the points raised. This should be detailed and in depth. You should show evidence

of both acquired knowledge and also applied knowledge (how you use this knowledge).

Where the question is asking you to *discuss* (the how, the why and to justify why), a good response should include a brief description and an appropriate explanation of the context or importance. This explanation should be in depth and should involve you in showing critical thinking through discussion, debate or argument. You might, in the discussion, show contrast and comparison.

In outcome 1 in your course at Higher level, you should investigate your performance through gathering and analysing information (data) using various methods. You should also be able to explain why methods and data were appropriate and valid. The information gathered will allow you to identify your strengths and weaknesses in your performance and identify what you need to work on in the future to improve your performance. This will provide a record of your performance.

OUTCOME 1

An example of a question relating to outcome 1 is from Area 4 Structures Strategies and Composition (2006 paper question 7c):
Describe the method(s) you used to gather information about your role when applying this Structure Strategy or Composition.

This question refers to the key concept of identification of strengths and weaknesses in performance in terms of roles and relationships. It requires you to describe how you gathered information about your role by describing the methods they used.

Answer

Give a brief description of your role. This will allow the marker to identify your role and what structure strategy or composition you are using. Then select a method(s). The method(s) selected should be valid, the description of it should be fully detailed and must centre on your role.

Methods could include:

- Video of performance
- Timed observation checklist
- Observation schedule
- Match analysis sheet

OUTCOME 2

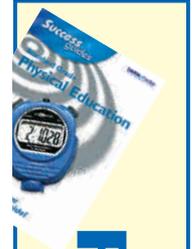
In outcome 2 in your course at Higher level you will have gained a body of knowledge and facts which will be linked to the key concepts and features you have studied on your course. You might be asked to describe and explain what this acquired knowledge is or discuss why this knowledge is important.

An example of a question relating to outcome 2 is from this question from Area 2 Preparation of the Body (2006 paper question 4a):

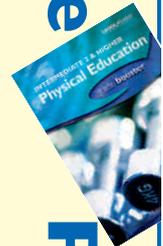
Describe the fitness requirements needed to perform effectively in your chosen activity.

This question refers to the key concept of physical, skill-related and mental aspects of fitness. It requires you to demonstrate the knowledge of fitness requirements you will have learned with regards to the activity in your course.

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Answer

Select an activity. Think about the fitness requirements that are important to be able to perform effectively in that activity, not just what fitness requirements are in the activity. This is the key to a good response and getting more marks. There are three types of fitness you might want to choose from:

- Physical
- Skill-related
- Mental

Within each type there are various aspects you may wish to use in your answer. Select the most important to perform effectively and explain their importance when performing in the activity. You could use all three types or select one type and describe the most important aspects.

OUTCOME 3

In **outcome 3** in your course at Higher level you will have completed a programme of work, so you should be able to describe this programme and explain how the content, demand and suitability were monitored and reviewed. This is asking you to apply the knowledge previously gained.

An example of a question relating to outcome 3 is from Area 3 Skills and Techniques (2006 paper question 5c):

In relation to your current performance, describe in detail a programme of work that would be appropriate to develop the skill or technique identified.

This question refers to the key concept of development of skill and the refinement of technique. You are required to describe a programme of work that you have carried out to develop a particular skill you have already identified.

Answer

Within your course you will have carried out a programme of work to improve or develop a particular skill or technique. This question requires you to think of the methods of practice you may have used to achieve this. Select these practices and describe them. Your answer may include:

- Shadow
- Gradual build-up drills
- Repetition
- Conditioned games
- Small-sided
- Whole-part-whole

OUTCOME 4

In **outcome 4** in your course at Higher level you are required to reflect on the effectiveness of your programme of work that you have completed and be able to identify what you would work on in the future. It is important that you refer to the effect on your whole performance.

An example of a question relating to outcome 4 is from Area 1 Performance Appreciation (2006 paper question 2d):

Discuss the effectiveness of your course of action. Describe how your overall performance was influenced.

This refers to the key concept of the overall nature and demands of quality performance. You are required to refer back to your training programme and give examples of why you thought it was effective and then be able to describe the effect on your performance. This should refer to both the general and specific parts of your performance.

Answer

You should refer back to your programme of work. Think about the parts of the programme that you carried out: were the practices appropriate and effective in making improvements? Did they improve and develop your weaknesses? Did you achieve your short-term and long-term goals? You may use these questions as a stimulus for your response.

The key is to be able to justify the answers to these questions. The second part of the question is asking you to describe how your performance was influenced. You must show how this was achieved by giving examples to support your answer.

It is important that you take time to look at and familiarise yourself with the format and layout of the exam paper during your course. This will let you see the type of questions that are being asked and the mark allocation. You will also see where the key words *describe, explain* and *discuss* arise and this will give you an indication of what exactly is being asked for by the examiner.

During your course you will have had the opportunity to answer questions under exam conditions. This will have given you an opportunity to answer the type of questions you will face in the actual exam while facing the time demands of the exam. During your revision time continue to practise developing answers as exam preparation.

Within each area of analysis of performance there are key words which will help you to produce a good response. Try to familiarise yourself with these words.

The Absa Cape Epic mountain bike stage race takes place over several days and participating athletes spend months making preparations

Photograph: Getty

KEY POINTS FOR THE EXAM

- Read the exam paper thoroughly.
- Decide which areas you will answer from.
- In each area read both questions and select the question you can answer best.
- Some questions may have two parts; make sure you recognise this when it occurs.
- Look at the mark allocation so you are aware of the depth of answer required. A six-mark question requires more detail than a four-mark question so you should spend more time on it.
- Does the question ask you to *describe, explain* or *discuss*? This will be crucial in the type of response required.
- Try to plan your answer before you start writing rather than rushing straight in.
- Base your response on your performance – this could be you as an individual or as part of a team or group.
- Try to concentrate on answering exactly what the question is specifically asking. Avoid repetition in your answers.
- Allocate equal time to each of the three questions you are required to answer.

PHYSICAL EDUCATION EXAM TIMETABLE	
Level/Paper	Time
Friday May 4	
Foundation	9am-10am*
General	10.25am-11.25am*
Credit	11.50am-12.50pm*
Friday May 25	
Higher	9am-11.30am
Intermediate 1	1pm-2pm
Intermediate 2	1pm-3pm
*approximate finish	