



# Questions & Answers

## Changes to assessment in Higher Physical Education

### 1 Question paper

**Qualitative has been equated to subjective and quantitative to objective but surely these are different scales i.e. a SCAT generates a number score therefore quantitative but it is a subjective self-reflection?**

Scat test provides both qualitative (subjective) and quantitative (objective) information. The information which is generated is objective or subjective. We acknowledge that reflections are in themselves subjective however, the information generated is either objective or subjective.

**Could you give a definitive answer for the definition of the command word 'explain' as at an Understanding Standards N5 event we were told it was 'cause ' and 'effect', however at a Higher Understanding Standards event our colleague was given the 'PEE' chain acronym to use - point, evidence, explain. Surely the command word definition should be the same no matter what the level?**

There is no definitive way to explain or indeed to analyse. We have identified at markers meetings, frameworks which are available and centres are using. There is always the caveat that this is not the only way to explain and is only one suggestion as to how candidates are successfully writing in this way.

**Identify was a command word used this year without there being any advanced information relating to the possible use of this. This being the first question of the paper sets the tone for the questions to come and may have thrown some candidates who had been prepared for only 4 command words (the 4 that have been the focus of the course from the beginning). Surely at higher level we should not be asking questions and awarding marks for simply giving the name of something? This is a National 5 question!**

When used in relation to a demanding area of content (in this case Qualitative /Quantitative information) the question is deemed as being of a significant demand for Higher. Question analysis confirms that this was an accessible question for candidates.

**Can pupils say in a MONITOR answer they are ready to move to a new factor/PDP because they have achieved their goals or is that solely to be linked to an EVALUATE the PDP question**

It would be acceptable for a candidate to say that due to monitoring they knew they had reached their target, but this could only be confirmed by completing some sort of evaluation to check that this was indeed the case

*e.g. As a result of monitoring I recognised that my overall goals had been met so I was able to change/adapt my goals to address other development areas.*

This would be an acceptable answer for a monitoring question whilst also recognising that an evaluation has taken place in order to make the appropriate decisions

**In section 2, what else is accepted for monitoring methods throughout the PDP? For example, if the question asked for 2 methods of monitoring, would you accept training diary and teacher feedback? Additionally, if you regularly retest throughout your PDP would this be considered 'monitoring'?**

Training diary and teacher feedback would both be acceptable methods of monitoring. However, feedback is often continued in a training diary and so it might be wise to make clear where the evidence of teacher feedback was being collected on an ongoing basis, perhaps in a 'Teacher feedback Record'

If regular, on-going retesting was being carried out throughout the PDP and was used as a means to monitor it would be good practice to make clear that a record of this re-testing was being kept as it was being done so regularly.

**I ask this question because the SQA documentation has said that in this section candidates would be asked about their experience of a PDP over a minimum of 2 factors but this did not appear to be the case here.**

The course specification says that it is the candidate's experience of creating and implementing a PDP over a minimum of 3 sessions for at least 2 factors which will be the focus. This does not preclude questions being asked about one of the sessions carried out or indeed one or both of the factors upon which the PDP was focused

**Just to clarify, was the analysis example given a 1 mark answer or 2 mark answer?**

The answer was worth one mark. The red text was just an improved way to say the same thing and could be used by teachers as a way of ensuring the clarity of response from candidates by improving the quality of their answer.

**Is there a plan to split the paper into 2 with a break in between? A lot of pupils feedback was it was too long and difficult to check back over their work which was extensive!**

At present there are no plans to make this type of change.

**Will there be further specimen papers made available to allow practitioners to take pupils through a variety of questions? The specimen paper and the 2019 exam paper were quite different in section 2, and this then has then presented a challenge for staff when developing materials to help the candidates**

There are no plans to publish another specimen paper.

**Is there a possibility of getting a centre breakdown of averages for each questions or sections? We know that there is a generic overview but a centre by centre breakdown would help us to see if there were particular gaps in our delivery.**

Centres can ask and pay for a Performance report on their candidate's performance in the exam.