

Education Scotland

Higher Physical Education

Exploring the learning and teaching behind the answers

Tuesday 11th November 2025

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Starter Task

How do you deliver your course?

What would you like to change about your course?

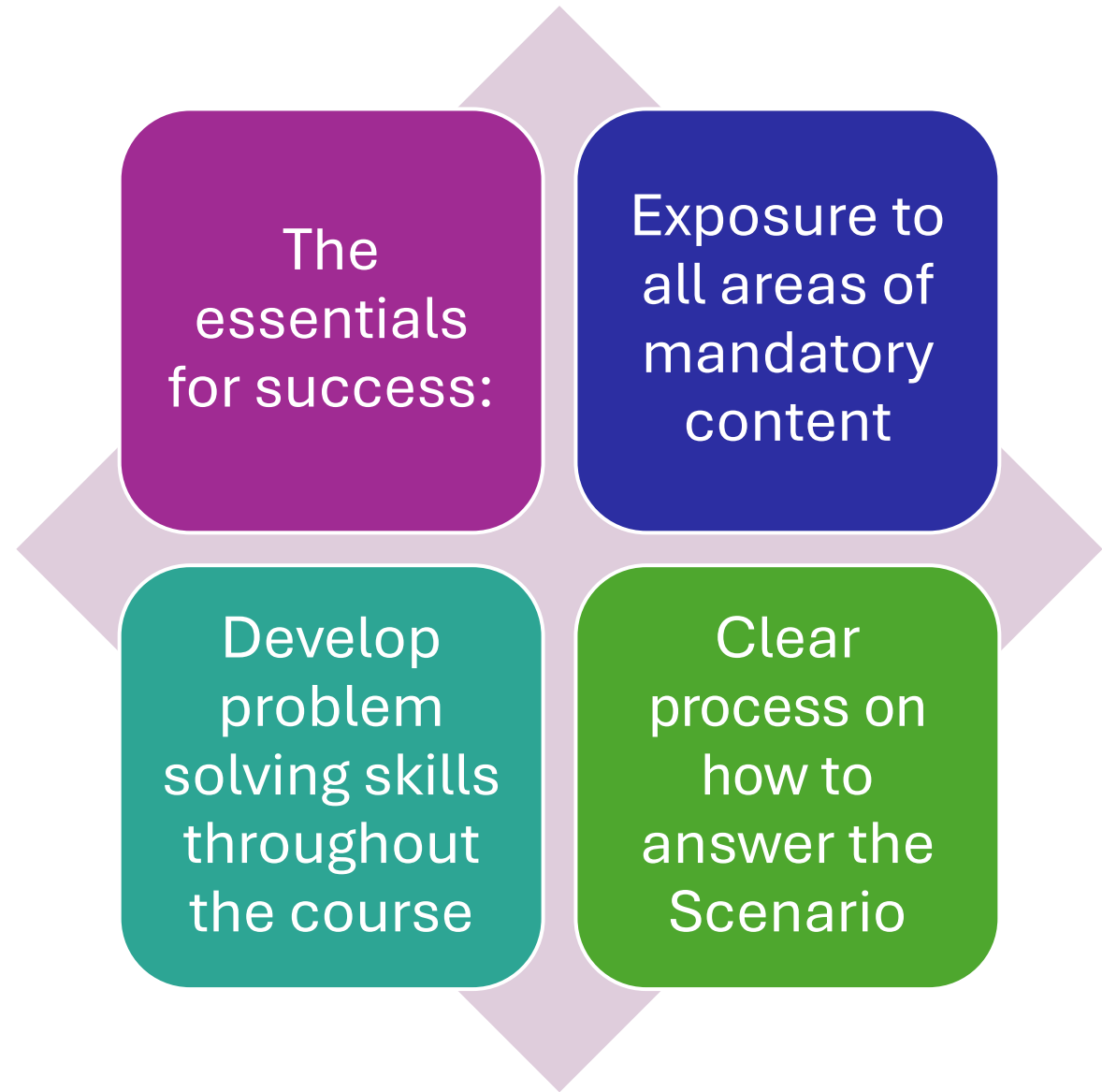
What are your barriers?

Exploring the learning and teaching behind the answers



- Tackling the Scenario
- Experiential learning in relation to Data Collection
- Exam techniques (revision, timings, resources)

Teaching
the
knowledge
and skills
required for
answering
Section 3
(scenario)



Exposure
to all areas
of
mandatory
content

Streamlining

Link to N5

Breadth of knowledge across the
factors

Make it as personal to your cohort as
possible

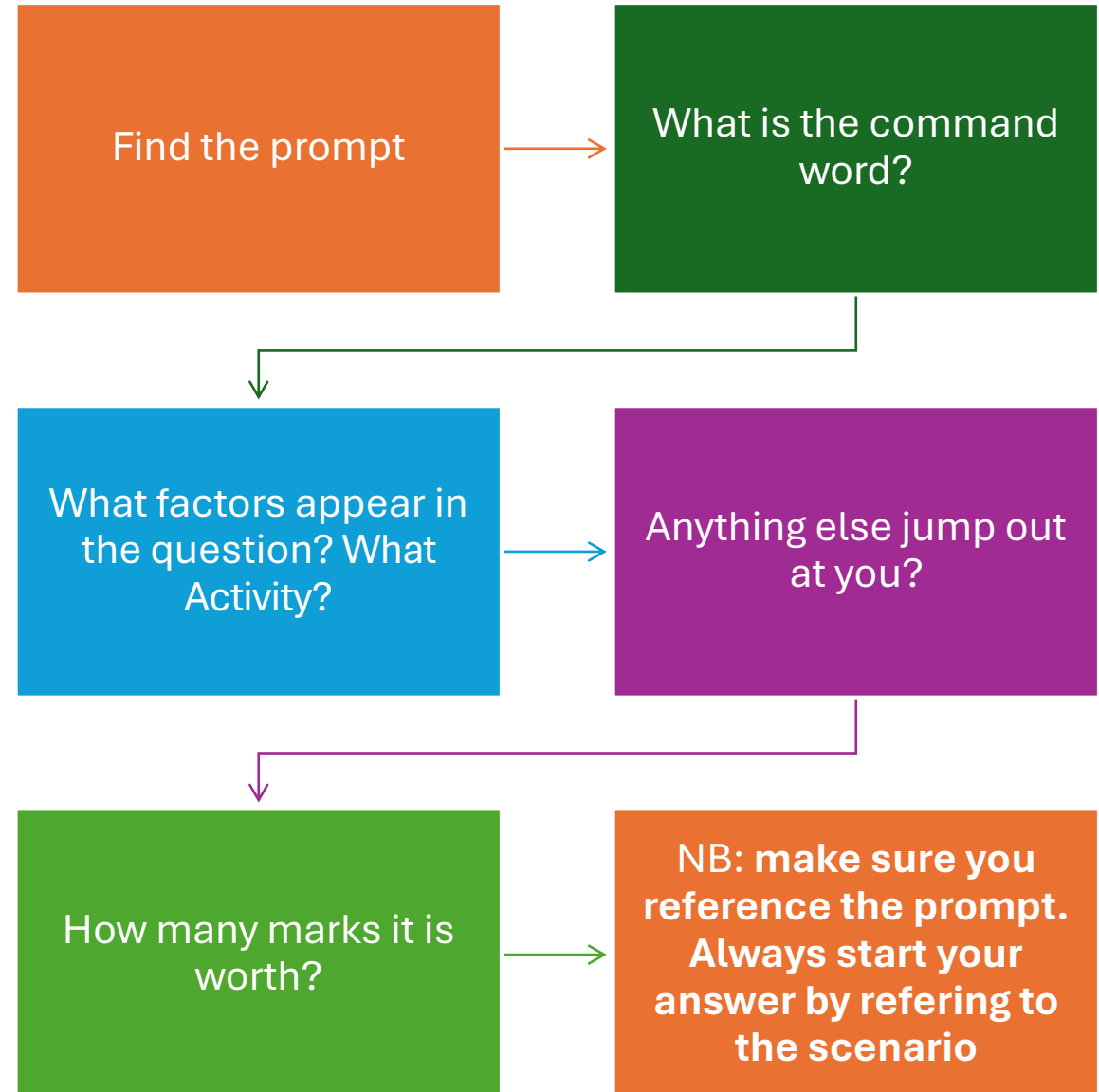
Build, recall and refine

Develop problem solving skills throughout the course

- Department approach to problem solving established as early as possible
- **P**roblem, **I**dentify the Problem, **E**xplore potential Solutions, **C**hoose a solution, **E**valuate – **PIECE** together a Solution
- Questions 2i and 3f of the portfolio
- Build it into the delivery of your higher programme



Clear process on how to answer the scenario



Analyse the possible impact a model performance and/or model performer may have had on the performer's development of physical factors (4)

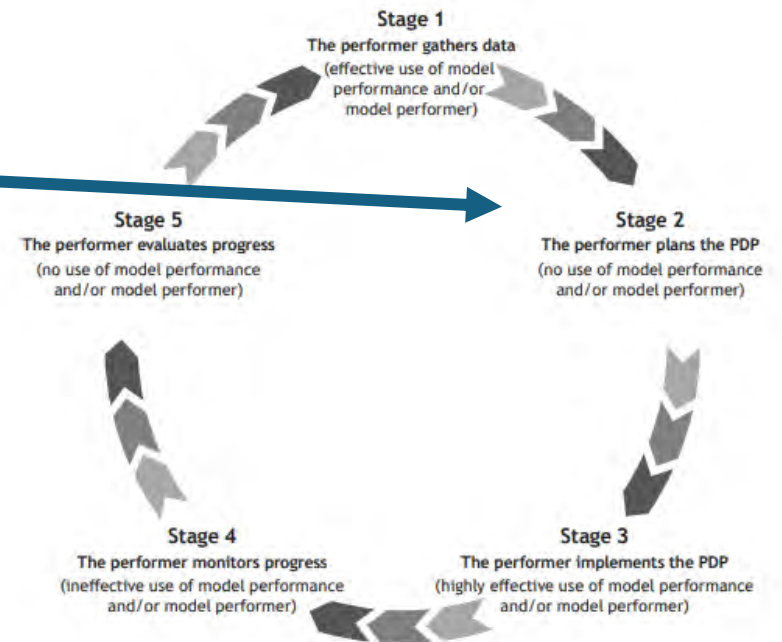
- Pupils' plan could look like:
 - **PROMPT** -Area of course= model performer. (Experts, visual image, motivation, corrective feedback, high levels of MESP)
 - **COMMAND WORD** – Analyse - 3I's (2nd I – 2nd I “possibilities”)
 - **FACTORS** - factors- skills, accuracy, control, CRE, agility etc
 - **ACTIVITY** - Volleyball
 - **ANYTHING ELSE?** - “development”- during training?. Drills. PDP.
 - **MARK ALLOCATION** - 4 marks= 4 points of analysis
 - **Reference MODEL PERFORMER throughout**
-
- Practical Session

Analyse the possible impact a model performance and/or model performer may have had on the performer's development of physical factors (4)

Response:

*At stage 2 when the performer plans the PDP there was no use of a model performer (IDENTIFY). **One possibility**, is that the volleyball performer can't get a clear visual image of how to perform their dig correctly when doing a shadow practice (IMPLICATION/POSSIBILITY).*

***This means**, they could develop their dig with bent arms instead of straight arms **impacting their performance** as their dig pass consistently does to reach their setter (IMPACT).*



Task



Share practical examples of delivering the scenario in your setting. Note down 2/3 suggested approaches.



Discuss the structure/process you use to provide scaffolding for your learners.



Do and Don't.

Experiential learning in relation to data collection



The essentials for success



Selection of data collection methods



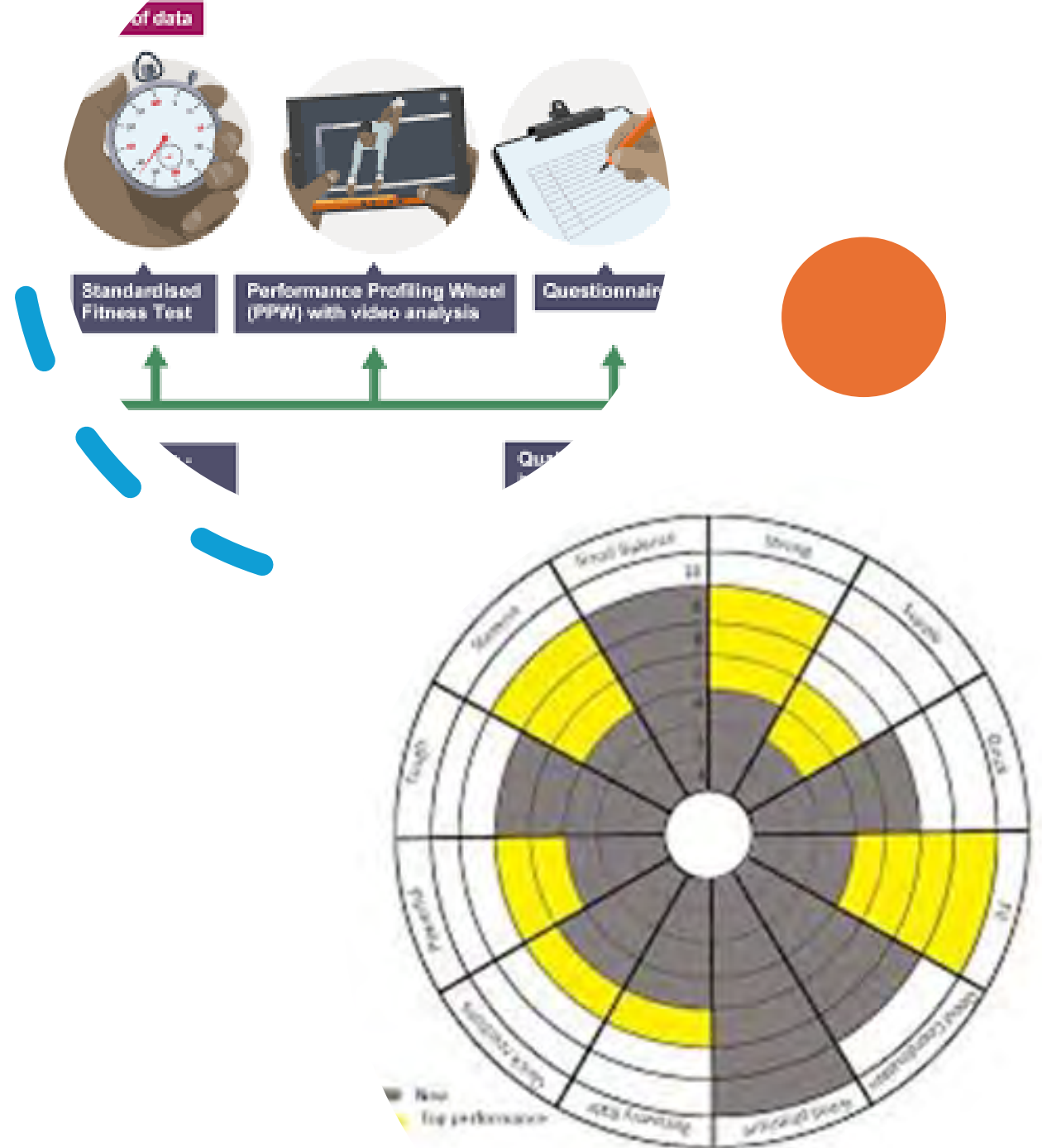
Clear learning focus behind each method



Bring the data to life

Selection of Data Collection methods

- Streamlining
- Breadth v Depth?
- Use of terminology:
- Qualitative and/or quantitative
- Subjective and/or objective
- Analytical tool
- Recognised tests



Clear learning focus behind each method

- Process



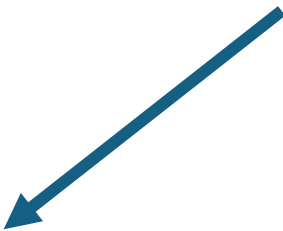
- Analyse



- Interpretation

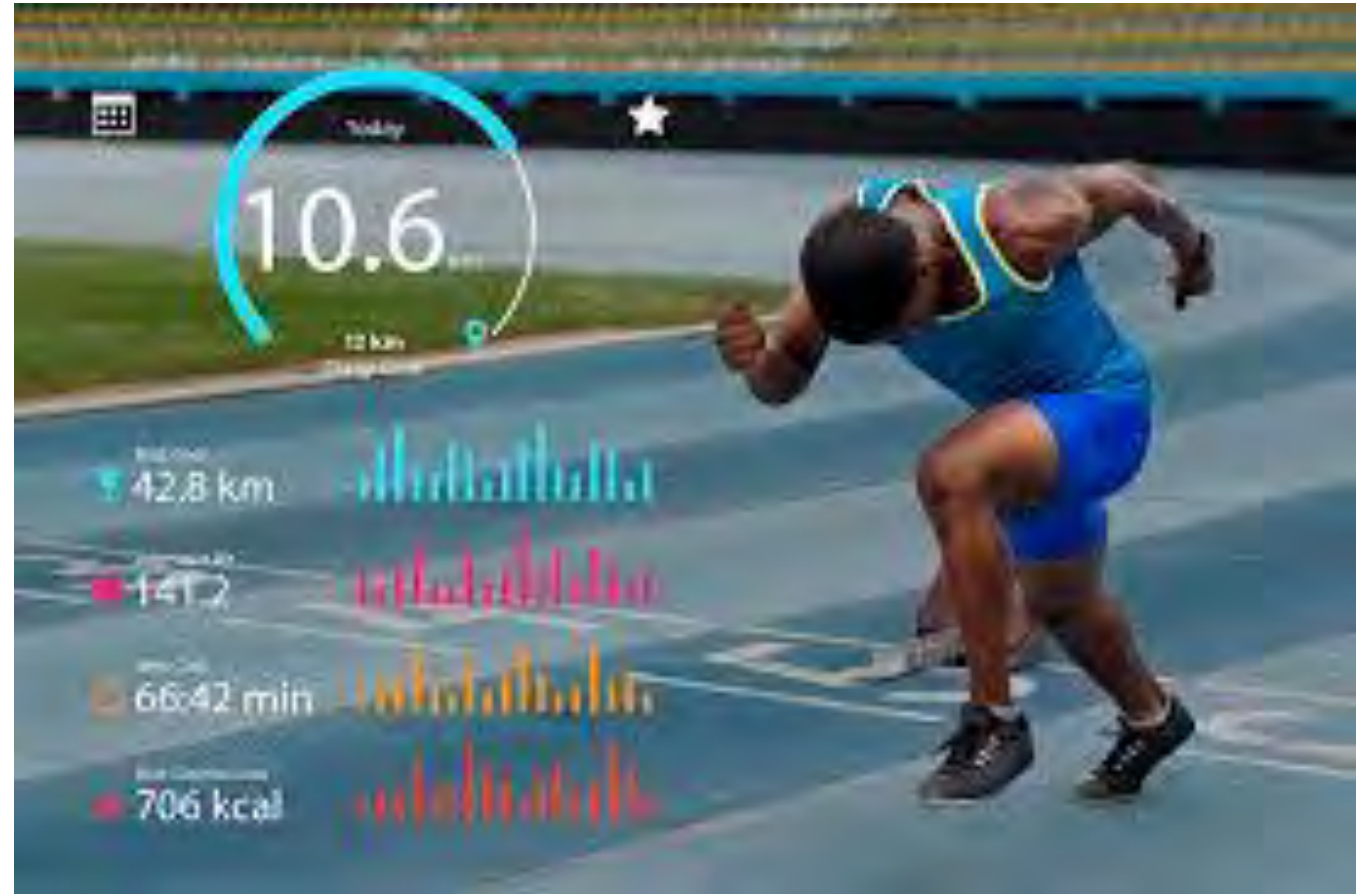


Criteria	1 st quarter	2 nd quarter	3 rd quarter	4 th quarter
Centre pass received	 			
Possession given away				
Foot fault				
Obstruction				
Interceptions				



Bring the data to life

- Connection
- Impact on performance and training
- Tracking sample
- Personal Development need



Better
understanding



Task



Provocation – How might the effectiveness of data collection methods be impacted by restricting them to just one activity and one factor, and what are the potential benefits of adopting a more holistic approach to gather richer insights?

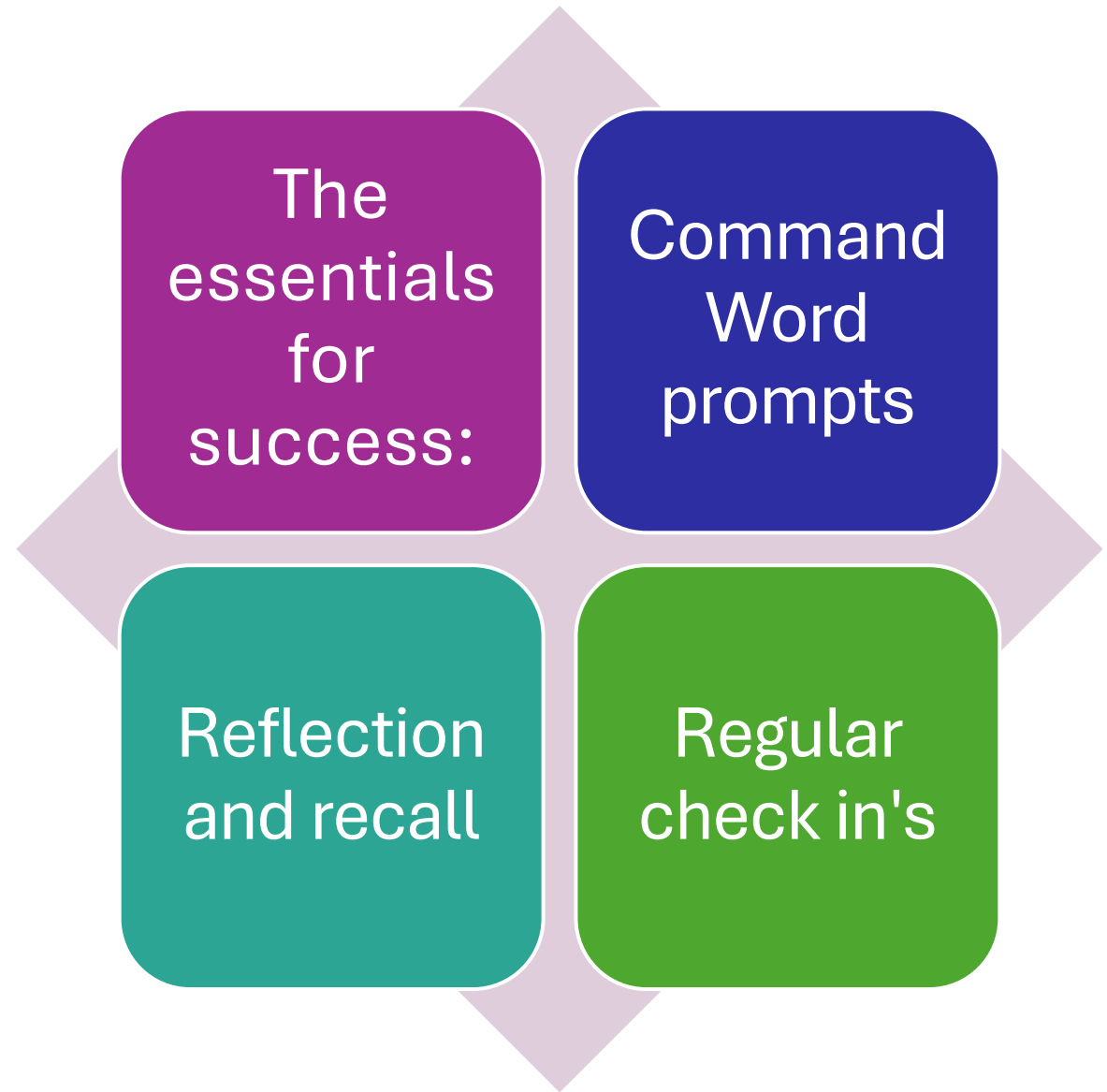


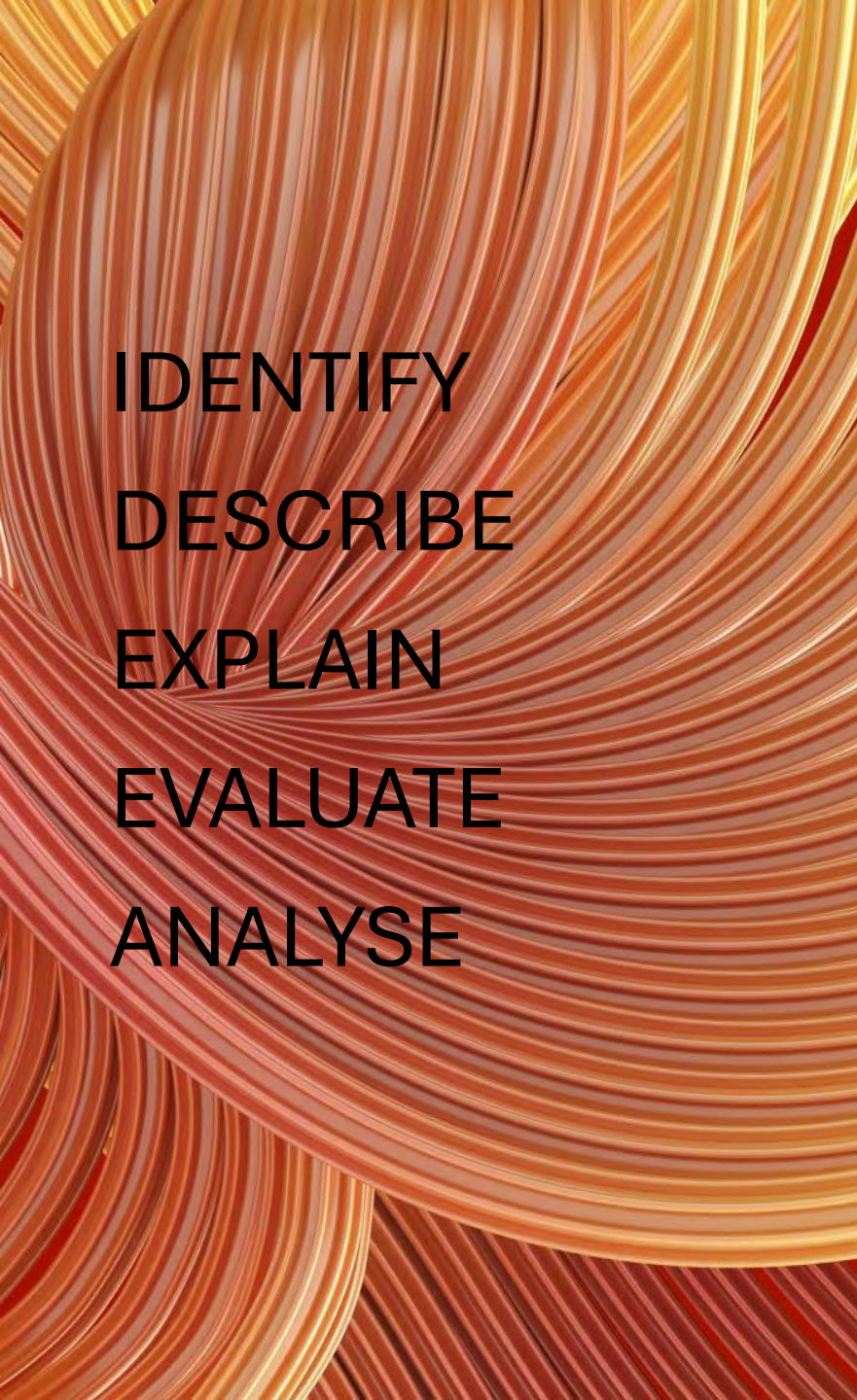
As a group discuss the provocation above noting down the reasons for and the reasons against this statement



Do's and Don't's

Exam
techniques
(revision,
timings,
resources,
etc)



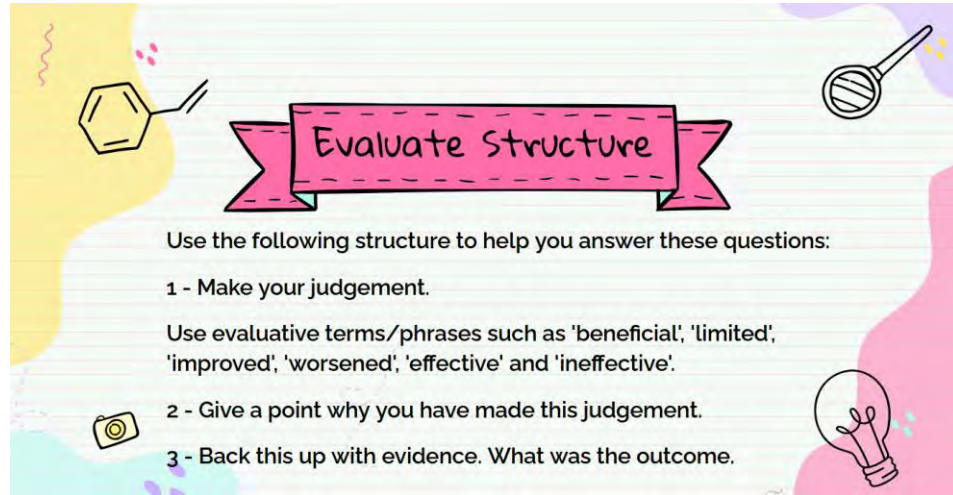


IDENTIFY
DESCRIBE
EXPLAIN
EVALUATE
ANALYSE

COMMAND WORDS

Understand	Understand what each command word is asking you to do
Understand	Understand the level of detail required and the steps you have to go through for each type of question eg PEE
Relate	Relate to your own performance or experience wherever possible
EXPLAIN	EXPLAIN EVALUATE & ANALYSE answers should always be concluded with an impact or outcome

Command word structures



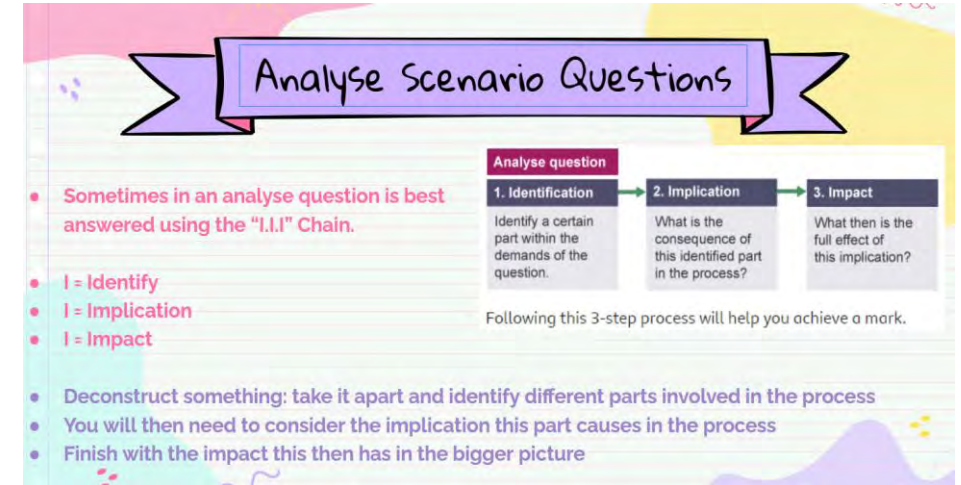
Evaluate Structure

Use the following structure to help you answer these questions:

- 1 - Make your judgement.

Use evaluative terms/phrases such as 'beneficial', 'limited', 'improved', 'worsened', 'effective' and 'ineffective'.

- 2 - Give a point why you have made this judgement.
- 3 - Back this up with evidence. What was the outcome.



Analyse Scenario Questions

Sometimes in an analyse question is best answered using the "I.I.I" Chain.

- I = Identify
- I = Implication
- I = Impact

Following this 3-step process will help you achieve a mark.

Analyse question		
1. Identification	2. Implication	3. Impact
Identify a certain part within the demands of the question.	What is the consequence of this identified part in the process?	What then is the full effect of this implication?

- Deconstruct something: take it apart and identify different parts involved in the process
- You will then need to consider the implication this part causes in the process
- Finish with the impact this then has in the bigger picture

Describe

- Give a detailed account
 - Who?
 - What?
 - Where?
 - When?
 - How?
- ALTERNATIVELY**
- Write a step-by-step guide for how something looks and how it is carried out.

Be specific and give examples.

Explain

PEE

Point – make your point in relation to the question.

Example – give an example that demonstrates your point.

Explanation – explain the impact on performance/goals/progress.

Check list for Section 1 (N5): Factor, Activity, Situation, Impact.

The Keys to Unlocking the Questions in Higher PE



- 1 The Factor
- 2 The Command Word
- 3 The Subject of the Question
- 4 The Number of Marks

1 The Factor 2 The Command Word 3 The Subject of the Question 4 The Number of Marks

PEE Chain

Specific, Measurable, Time
Scaled

Explain three considerations a performer
will have when setting goals for emotional
factors. (6 marks)

6 marks but only 3 points. 2
points for each consideration

Anger, Fear & Trust

Visual Scaffolding in Higher PE



The Norm

Teachers spend hours creating 'example' answers that we break down to demonstrate content and structure - Still Essential

Why This?

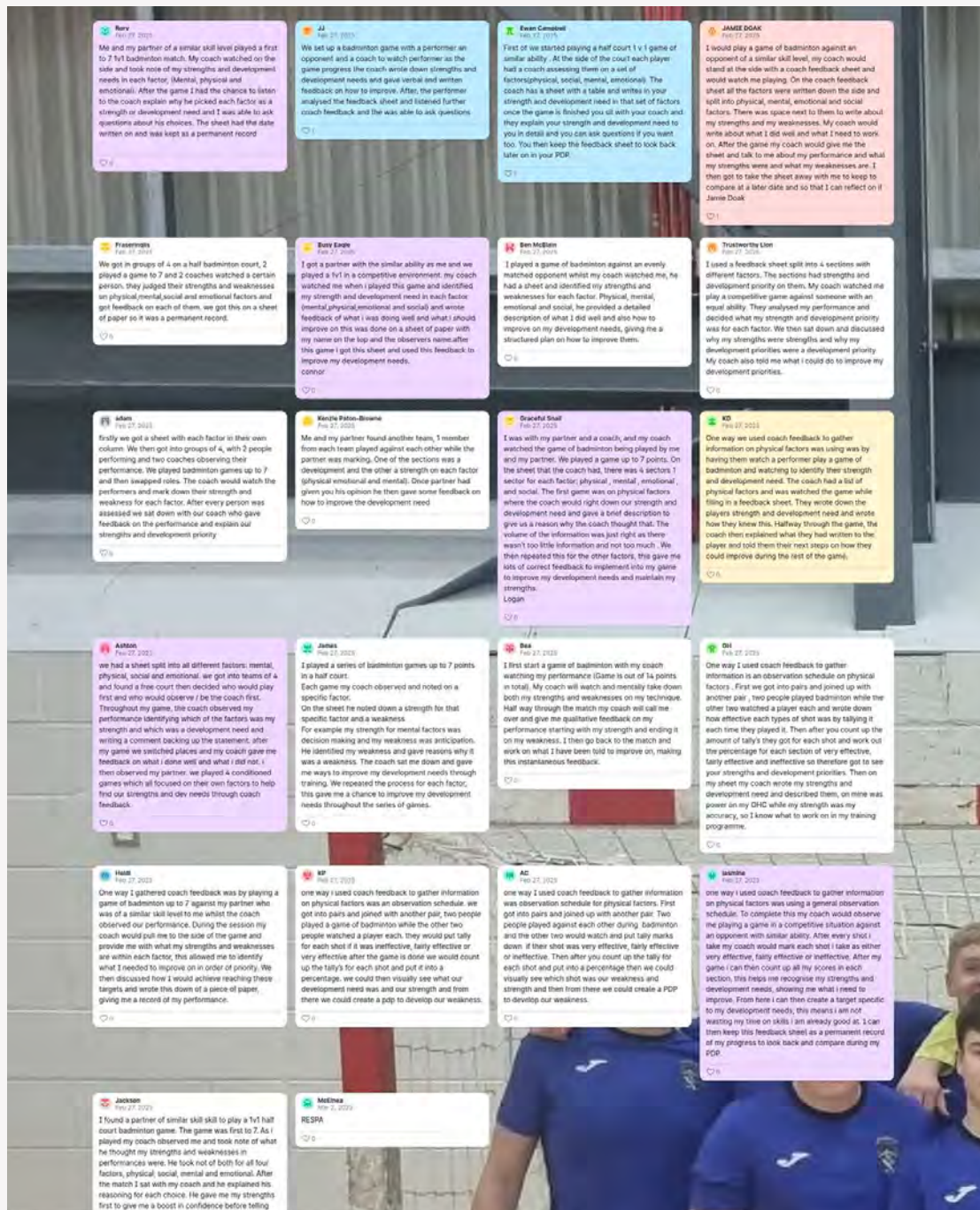
Can we generate a wider range of responses that pupils can interact with to build confidence and improve Higher Order Thinking Skills?

Response:

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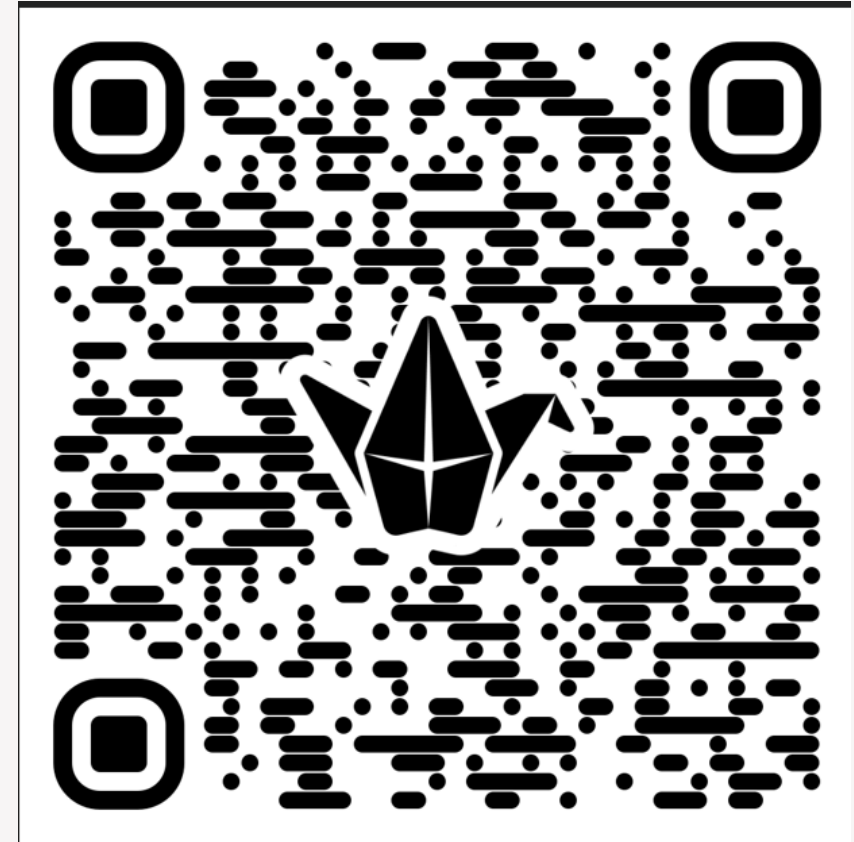
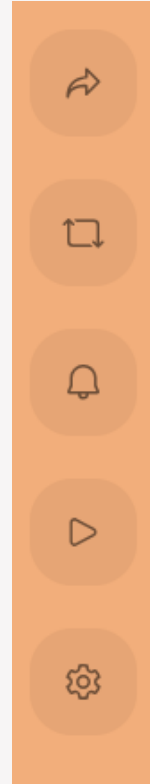
Padlet

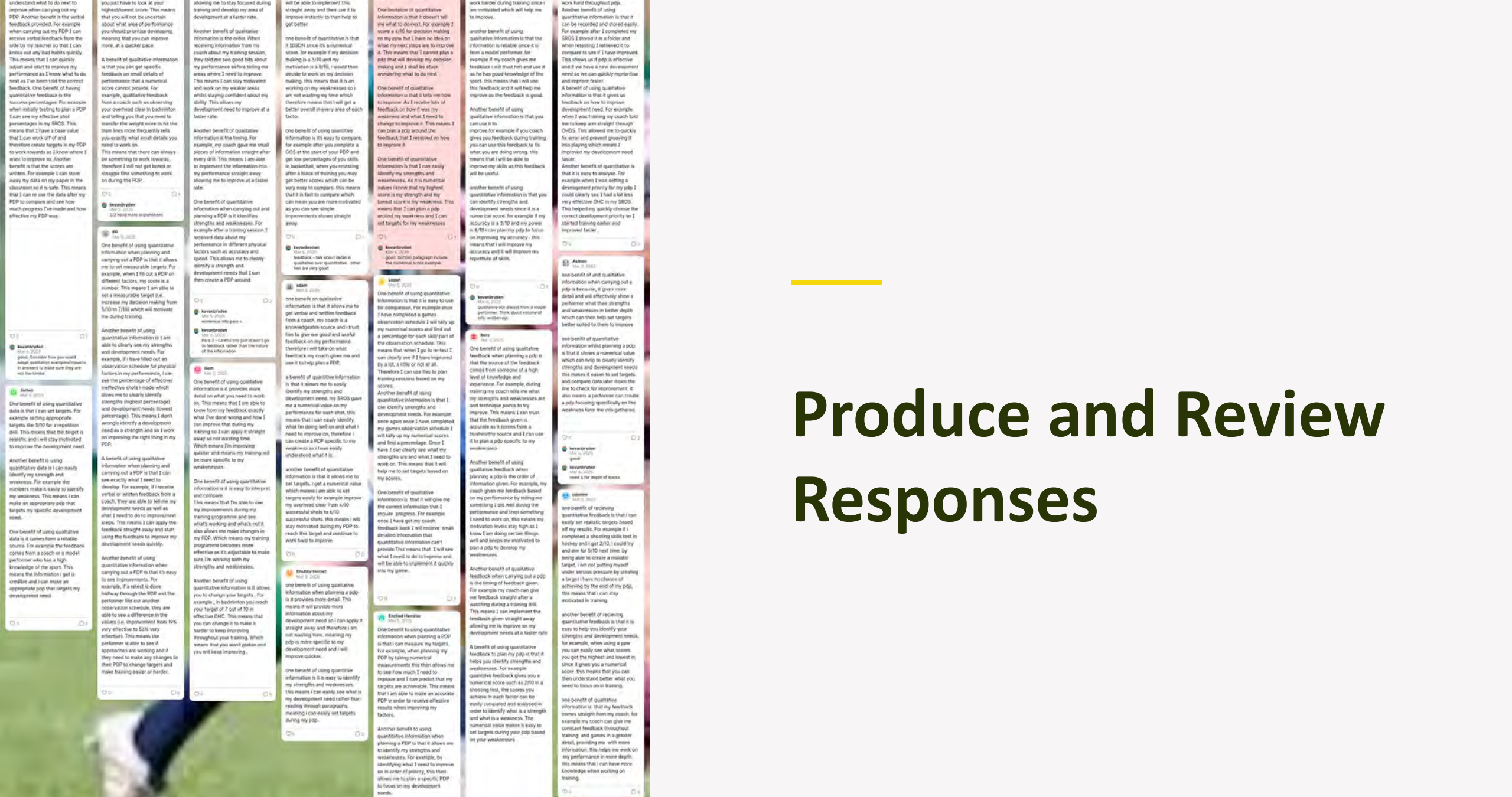
ICT Platform that allows users to contribute to a shared space on their own devices.

In Practice

Create

1. Set up your board
2. Add your topic/questions
3. Set the post fields
4. Download the QR Code to Share





Produce and Review Responses

Individual and Class Feedback

Mar 3, 2025

para 1 - say that it can be used quickly in games, at any time, can have an ongoing positive impact.



kevanbryden

Mar 3, 2025

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para 2 - Include that they can be used quickly



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good



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good - impacts here are good and relevant to the approach and situations



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tell me about making up the statements specific to your Development need before games/practices

kevanbryden

Mar 3, 2025

be extra specific about when you would say these? how many times/how long/what do you think about while using these? refocus on what?

Task - Regular check in's



Explore the approaches you have utilised to regularly capture and assess the learning and understanding of your class.



What strategies have you found effective in monitoring their progress?



How do you ensure that feedback is meaningful and constructive?



Are there specific tools or methods you use to facilitate this process