Guidance on the Extended Answer Questions

In GCE A Level Physical Education there are two examination components: 9PE0_01 and 9PE0_02. In both papers there are two types of extended answer questions, either worth 8 marks or 15 marks.

It is important to note that in the extended answer questions, the whole response will be read before placing learners into a particular mark level/band. The quality of the response will determine the specific mark within the level/band. For the 8-mark questions, marks are awarded from three levels/bands with the top-level awarding 6-8 marks. For the 15-mark questions, each level/band has a 3-mark allocation. The top level/band 5 is between 13 and 15 marks.

With the extended answer questions, it is not how much a learner writes that will determine the mark awarded, but the quality of the response that is important. Within this assessment the response is judged on the learner's ability to *answer the specific question* with reference to the three assessment objectives (AOs), that are the core of the assessment.

The three assessment objectives are:

AO1 *Demonstrate knowledge* and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO2 *Apply knowledge* and understanding of the factors that underpin performance and involvement in physical activity and sport.

AO3 *Analyse and evaluate* the factors that underpin performance and involvement in physical activity and sport.

In addition, there will be one extended answer question marked with an asterisk (*) on Paper 1 and two questions on Paper 2; questions marked with an asterisk require learners to use their knowledge and understanding from across the course of study in their answer. This means that the focus will be on the specific content the question is referring to, whilst any relevant or

appropriate content inclusion, even beyond the defined specification content, can be awarded credit.

Command Words

There are limited, but specific, command words that can be used for the extended answer questions.

For the 8-mark questions, the command words that can be used are **Assess, Examine or Justify**. Whilst **Discuss, Analyse, Evaluate and Compare** are the command words that are commonly used for the 15-mark questions.

When teaching the papers content, teachers will need to consider how learners can apply the different assessment objectives which vary slightly for each command word - either AO1 and AO3, or AO2 and AO3. Please refer to the [specification](#) (p.61) and [taxonomy](#) for further guidance.

For example, when teaching fitness testing or types of aggression found in sport:
- **AO1** - the learners need the **knowledge**. Can they name them, describe them, outline them, explain them. Do they know the protocol of each test? Or can they identify the types of aggression, or the theories used when analysing aggressive behaviour?

- **AO2** - can they **apply** their knowledge. Do they know advantages and disadvantages of them for different athletes? Which fitness tests are most suitable for a sprinter, or a gymnast for example and why. For aggression, can they apply this understanding to specific sporting situations?

- **AO3** - there will often be a scenario presented. Learners will need to **discuss**, **analyse or evaluate**.
  - **Discuss** demands an exploration of ideas, lines of reasoning and situations, articulating different viewpoints.
  - **Analyse** demands the examination of something methodically and in detail, typically in order to explain and interpret it.
  - **Evaluate** demands the use of analysis to make a judgement.

It is worth noting that the marks for each question are heavily weighted towards AO3. 10 marks are allocated for this AO regardless of the command word.

Looking at an example from Summer 2023 Paper 1:

*Q23. *"Analyse the most suitable fitness tests for a team game of your choice".*
Use your knowledge and understanding from across the course of study to answer this question.

Here learners must make some sort of judgement about which tests are the best to be used and the scenario is for a team game of their choice. The answers will need to be backed up and conclusions given. In this example the context is a team game. But different contexts will be used for different questions.

Examples:
"*As a Netball player I will use the Illinois agility run*" - this is AO1 knowledge. **However no credit is given for AO1.** The marks come from AO2 and AO3. As they know the test to be used, the reasoning is "*I need to dodge round players*" - although this is AO2, it is very basic.
The evaluation for AO3 comes from using *"so that"*, "*therefore*" and detailed application. For example:

"*As a netball player I would need to change direction laterally so therefore a test that allows for changes in direction such as lateral, forward and backward might better such as a T test over an Illinois agility test because it replicates movements in the game more than an Illinois test.*"

These are further examples of more detailed AO3 comments which allow movement up to higher levels-based bands:

"*As basketball player I will need anaerobic capacity for high intensity sprints for the ball and to defend. There are many tests of anaerobic capacity. Wingate, RAST, Cunningham and Faulkner are examples. The Wingate is less relevant as this is based on a bike and basketball requires running not bike riding. The RAST test is most relevant as the sprints are short and have a recovery in between, this more replicates a game situation in basketball when you have to defend and attack.*

Although the Cunningham and Faulkner is running based it is on a treadmill which would not be accessible to me so I would choose the RAST". A basketball player also requires maximal aerobic fitness. There are many tests for this. Gas analysis is not accessible to me due to cost. The 12-minute cooper run does not replicate a game situation as it is more stop-start to defend and attack rather than continuous running. So for this I would choose the yo-yo test. This similar to basketball where you have to do repeated sprints intervals over an extended period, though a disadvantage is it is linear and not in the zig zag pattern you would run in a real game."

Here are **two** further examples of a question from Paper 1 and 2 and how learners will need to approach their answers.

Looking at an example from Summer 2022 Paper 02:

Q09. 'Analyse the application of Weiner's Attribution Theory for success and failure in sport'

Meeting the demand of AO1 content learners would be expected to know and detail the four key attributions - *ability, effort, task difficulty and luck*; and the three dimensions - *Locus of causality, locus of stability and the locus controllability* in sufficient detail and accuracy, setting the scene to demonstrate knowledge and understanding of the topic and the demand of the

question. Whilst it is needed to set the scene, this part does not gain credit. The marks come from the AO2 and AO3 application. This will then progress into AO2 content and then AO3 where analysis can occur.

Extending through application - AO2, learners can apply this knowledge and understanding to the question demand of 'application to the success and failures found in sport'. Specifically those attributions used by an **elite** performer as opposed to a *novice* performer. There would be no specific need to state actual names of an elite performer rather the two broader categories. AO3 content would show how the application of the attributes and dimensions vary between these two broad groupings and why this occurs. Relevant sports examples be used to support these points such as those in the different stages of leaning (Fitts and Posner).

Further AO3 content could show that novices attribute failure to their own deficiencies/internal factors - ability and effort, which can lead to learned helplessness - a concept that be further analysed as to its implications for the performer. Success can often be attributed to the external factors of task difficulty and luck. Elite performers attribute failure to unstable external factors - effort and luck but attribute success to internal factors of ability and effort that lead to or build 'mastery orientation'. A concept which can be analysed to show explanation and interpretation. Namely applied knowledge and understanding.

For AO3 learners need to explore the theoretical understanding shown for AO1/AO2 with further examination of attribution theory detailing methodically (with a writing structure) and using an applied knowledge 'in detail typically in order to explain and interpret it' with the topic applied to the specific question. AO3 Analysis can focus on knowledge extensions such as the view that stable factors lead performers to expect the same outcome next time; unstable attributions give hope for change. Stable attributions reinforce performers perceived competence, whether it's low or high.

AO3 Analysis can also explore the key issues within this theory. As result when a performer succeeds, one attributes successes internally ("my own skill"). When a rival succeeds, performers tend to credit external (e.g., luck). When a performer fails or makes mistakes, we will more likely use external attributions a as result attributing causes to situational factors rather than blaming themselves. Therefore, when others fail or make mistakes, an internal attribution is often used, saying it is due to their internal personality factors. Attribution retraining is another AO3 inclusion resulting from the negative application of attributions.

Therefore, attribution is a three-stage process: (1) behaviour is observed, (2) behaviour is determined to be deliberate, and (3) behaviour is attributed to internal or external causes. Another concept which results from the use of attribution theory and key content for candidates to analyse to satisfy the AO3 demand is the use attributions as a self-serving bias - as a consequence of the need to satisfy a pre-determined construct. This can be introduced using the linking words of in addition, as a result, or as a consequence…

Finally, learners must form a conclusion. This gives an opportunity to review their response and make both objective and subjective outcomes. Learners must be confident to explore the outcomes and implications for the performer which should include if appropriate both positive

and negative (critique) of the Weiner's Theory as a concept linked to performer emotion and expectancy theory. If a diagram of Weiner's theory is included, while not expected, it can be awarded credit.

Looking at an example from Summer 2023 Paper 1:

Q12. Using examples analyse how Newton's three laws of motion apply to sport.

AO1 understanding for a question like this is the **knowledge** of the three laws.
Law 1 is Every object in a state of rest or uniform motion tends to remain in that state of rest or motion unless an external force is applied to it.
Law 2 is the law of acceleration, states that an increase in the velocity of a moving object is directly proportional to the force applied and inversely proportional to the object's mass.
Law 3 is for every action there is an equal and opposite reaction.
This knowledge only sets the scene. The marks are awarded for application and analysis of AO2 and AO3.

AO2 is **application** of this knowledge.
For example, an example of the law of inertia (Law 1) can be seen in volleyball at the highest arc of a server's toss, that moment when the ball is nearly motionless. It will either fall straight down due to the force of gravity, or sail across the net from the force of a hand striking it. In an example of a moving object, a spiked volleyball moves in a fairly straight line downwards unless deflected by the force of the net, receiver's forearms, blocker's hands or floor.
For example, for law 2 in Volleyball the faster the arm swing (acceleration), the more force is exerted on a spiked volleyball at the moment of contact.
For example, for law 3 In basketball, as the shooter shoots the ball, the shooter's hand exerts a force on the ball pushing it towards the basket. The ball in turn exerts a force upon the shooter's hand.

AO3
In AO3 we need to **analyse or evaluate**. For this, ask yourself 'so what'? Why does this knowledge matter to the athlete? These are all examples of evaluative statements:
For example, sports performers or coaches would use their knowledge of Newton's first law to reduce or counteract the external forces that might slow them down or that might reduce the distance they throw. A cyclist would use wind tunnels to assess their aerodynamics and look to reduce air resistance and drag force (the external forces that would slow them down). Modifying their body position, wearing skin suits with dimples and adapting equipment are all ways that have been used by professional cyclists to reduce external forces. A discus thrower would use the "angle of attack" to cause high pressure below the discus and create lift force to counteract the effect of gravity and keep the discus in the air for longer. A discus thrower would also use Newton's 2nd law and would look to increase arm speed during the throwing action to increase the force they create in the throw and therefore throw further. A footballer, taking a free kick, might look to manipulate the ball to create external forces to affect the flight of the ball. Applying side spin or producing a knuckle ball would create external forces that would

change the flight path of the ball. This would make it harder for the goalkeeper to judge where the ball is going and make the save.

An elite performer would use Newton's 3rd law in tennis by using a top spin shot to make it harder for the opponent to return the shot. Because the ball drops sharply, the angle of incidence of the bounce is higher, so the equal and opposite reaction means the ball will bounce higher. If a sprinter does not set up their starting blocks correctly at the right angle, or does a crouch start without blocks, the equal and opposite reaction from the start will not be in a horizontal direction, so the acceleration and power from the start will not be as effective. A snooker player would use Newton's 3rd law to judge the angles when playing a shot off a cushion. The angle of rebound off the cushion would be equal and opposite to the angle it hits the cushion. Judging this correctly means the player will be able to hit the right ball with the right amount of force.

Top Tips for writing of extended answer questions:
- **Start your paper** with the extended answers so that you do not run out of time for these valuable marks. Time management is a vital key to success.

- **Plan your response** - this can gain credit. Think what the question is asking and how you can build a response through dedicated paragraphs.

- **Do not guess** facts, names or places - if incorrect, this highlights a lack of knowledge.

- If a question is set in parts use these parts as **sub-headings**. For examples *'Analyse the globalisation of sport and its impact on sport and society'*. The two sub-headings are *sport* and *society*. Many candidates fail to apply this simple strategy thus failing to *'answer the question'.*

- **Introductions** should be around half the length of the conclusion. Introductions can often be overly long and contain content that is better served in the body of the response.

- **Individual paragraphs** should 6 - 8 lines long approx. and cover one dedicated point.

- If a **timeline** is relevant this should be chronologically written starting at the furthest time point out and work back to the present day.

- **Keep checking what the question is asking** so that you ensure your answer is fully focused on it. Use any particular key words or terms used in the question - this give the reader an impression you are applying your response directly to answering the question.

- **Apply your answers** to the best sports that demonstrate the knowledge - not just your favourite sport. A wider range of applied examples demonstrates a more comprehensive knowledge and understanding.

- **Avoid overly long sports examples** - these should be appropriate but concise.

- Ensure you use those **key trigger words and phrases** that lead to AO3 content such as: this results in, because of this, in response to, alternatively, by way of critique, this suggest or consequently…

- End your 8 or 15-mark response with **a statement that shows you are concluding**. "In summary" or "In conclusion". A good way to begin this final section is to use the phrase 'In conclusion and by way of summary…' This gets the candidate writing while thinking back to the content and explanations already included.