



National  
Qualifications  
2015

---

# **2015 Physical Education**

## **New Higher**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2015

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



## General Marking Principles for Higher Physical Education

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) The term “or any other acceptable response” is used to allow for the possible variation in candidate responses. Marks should be awarded according to the accuracy and relevance of the evidence provided, whether it is included in the examples given in the specific Marking Instructions or not.
- (e) Questions that ask candidates to **describe** require them to provide a statement or structure of characteristics and/or features. It will be more than an outline or than a list. It may refer to – for instance – a concept, process, experiment, situation, or facts.
- (f) Questions that ask candidates to **explain** require them to make points that relate cause and effect and/or make relationships between things clear. This explanation may be the product of a process that includes evaluation and/or analysis.
- (g) Questions that ask candidates to **analyse** require them to make points that identify parts, the relationship between them, and their relationships with the whole; draw out and relate implications; analyse data (possibly including calculations and/or a conclusion).
- (h) Questions that ask candidates to **evaluate** require them to make points that make a judgement based on criteria; determine the value of something.
- (i) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and might include exemplification of the point.
- (j) There may be some degree of flexibility in the way that marks are awarded in a particular question. This is clearly noted in the specific question.

## Detailed Marking Instructions for each question

### Section 1

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
1.	(a)	Candidates are expected to explain why it is important to collect information about <b>emotional</b> factors that impact on performance before starting a development plan.	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation of the importance of data collection before starting a development plan.</p> <p>0 marks for no explanation.</p> <p>The response may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• Identify strengths and development needs in relation to emotional factors</li> <li>• Goal/target setting</li> <li>• Comparisons before and after training</li> <li>• Select appropriate development approaches</li> <li>• Or any other acceptable response</li> </ul> <p><i>For example, I need to know which emotional factors impact my performance <b>so that</b> I can identify weaknesses and plan how to improve these (1 mark) <b>so that</b> I can apply relevant approaches to limit their effect in future(1 mark for development of the point).</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to evaluate their emotional strengths and development needs in comparison to a model performer.	4	<p>1 mark can be awarded for each relevant point, or development of a point of evaluation of a strength or development need in comparison to a model performer.</p> <p>Maximum that can be awarded for evaluating only strengths or development needs is <b>3 marks</b>.</p> <p>0 marks for no evaluation/comparison.</p> <p>Candidates may compare performance or data collection results</p> <p>The response may include reference to the following emotions:</p> <ul style="list-style-type: none"> <li>• Happiness/Sadness</li> <li>• Anger</li> <li>• Fear</li> <li>• Trust</li> <li>• Surprise</li> <li>• Or any other acceptable response</li> </ul> <p><i>For example, <b>unlike</b> a model performer, who remains calm, I display anger towards the referee when I think he makes a poor decision. (1 mark) This in turn leads to me receiving a caution and puts me under pressure...(1 mark for development of the point)</i></p> <p><i>However <b>like</b> a model performer I am able to cope with the fear that performers usually feel when about to dive at the start of a race. (1 mark) This means that I am able to deal with my anxiety and make good decisions....(1 mark for development of the point)</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
2.	(a)	<p>Candidates are expected to describe two approaches used when developing physical factors.</p> <p>Candidates response must relate to appropriate approaches for physical factors.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point of description of each approach to develop physical factors.</p> <p><i>4 marks are available where there are two approaches described. Marks can be allocated on a 2/2 or 3/1 split.</i></p> <p>A maximum of 3 marks can be awarded if the candidate only describes <b>one</b> approach.</p> <p>0 marks for no description of an approach.</p> <p>Examples of possible approaches to develop the chosen physical factor include:</p> <ul style="list-style-type: none"> <li>• Conditioning drills</li> <li>• Fartlek, interval, continuous</li> <li>• Shadowing, repetition drills, pressure drills</li> <li>• Opposed and unopposed practices</li> </ul> <p><i>For example, continuous training is when you do non-stop exercise for a sustained period of time with no rest. (1 mark)</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	<p>Candidates are expected to evaluate the impact of both approaches on their performance.</p> <p>Candidates response must relate to the approaches described in part (a).</p>	4	<p>(Performance can be in training or in a live performance situation)</p> <p>1 mark can be awarded for each relevant point of evaluation, or development of a point of evaluation of <b>the impact of approaches</b> on the performance.</p> <p><i>Marks can be allocated on a 2/2 or 3/1 split.</i></p> <p>A maximum of 3 marks can be awarded if the candidate only evaluates impact of <b>one</b> approach.</p> <p>0 marks for no evaluation of the impact of the approaches on performance.</p> <p>Examples of possible points of evaluation of the impact of both approaches on performance may include:</p> <p><i>Fartlek training improved my aerobic endurance, meaning I can stay with my opponent for an entire game, tracking back to defend and deny my opponent opportunities at goal (1 mark).</i></p> <p><i>Opposed/Unopposed practices improved the success rate of my centre pass tactic, meant my team were able to consistently keep possession and create more attacking options (1 mark).</i></p> <p><i>Repetition drills increased the fluency/control of my linking movements within my main motif making my performance look more interesting and varied (1 mark).</i></p>

Question			Expected Response	Max Mark	Specific Marking Instruction for each question
3.	(a)	(i)	<p>Candidates are expected to describe one method to <b>monitor</b> the impact of social factors on performance development.</p> <p>Candidate's response must relate to monitoring tools that are appropriate for the Social factor.</p>	2	<p>1 mark can be awarded for each relevant point, or the development of a point of description of a method relevant for monitoring the impact of Social factors on performance development.</p> <p>0 marks for no description of any methods.</p> <p>Examples of possible methods of monitoring Social factors may include:</p> <ul style="list-style-type: none"> <li>• <i>Diary</i></li> <li>• <i>Self-appraisal</i></li> <li>• <i>Environmental checklist</i></li> <li>• <i>Coach/teacher feedback</i></li> <li>• <i>Questionnaire</i></li> </ul> <p><i>The method described must be appropriate to allow <b>on-going</b> monitoring.</i></p> <p><i>The questionnaire I used had 10 statements based on how well we worked as a group (1 mark).</i></p> <p><i>Coach feedback was given during and after the game about whether we communicated effectively (1 mark).</i></p>

Question			Expected Response	Max Mark	Specific Marking Instruction for each question
		(ii)	Candidates are expected to describe a <b>different</b> method to <b>evaluate</b> the impact of social factors on performance development.	2	<p>1 mark can be awarded for each relevant point, or the development of a point of description of a method relevant for evaluating the impact of Social factors on performance development.</p> <p>0 marks for no description or same method as 3a(i).</p> <p>Examples of possible methods of evaluating Social factors may include:</p> <ul style="list-style-type: none"> <li>• <i>Questionnaire</i></li> <li>• <i>Self-appraisal</i></li> <li>• <i>Environmental checklist</i></li> <li>• <i>Coach/teacher feedback</i></li> </ul> <p><i>The method described must allow for final evaluative judgements to be made.</i></p>



Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to explain why they would select these methods.	4	<p>1 mark can be awarded for each relevant point, or the development of a point of explanation of the reasons why the methods were chosen to monitor <b>and</b> evaluate the development plan.</p> <p>If only monitoring or evaluating method is explained a maximum of 3 marks can be awarded.</p> <p>0 marks for no explanation of why the candidate chose the methods.</p> <p>Examples of reasons why the methods were chosen to monitor and/or evaluate the development plan may include:</p> <p><i>Ease of administration, this allowed me to gather information which I could interpret to allow for future planning. (1 mark)</i></p> <p><i>Detailed coach feedback identified strengths and development needs which let me set realistic targets (1 mark) This allowed me to maintain high levels of motivation throughout my development plan (1 mark for development).</i></p> <p><i>Determine progress, this meant I was able to change and adapt my development plan as my group were getting better at carrying out their roles. (1 mark).</i></p>

## Section 2

Question		Expected Response	Max Marks	Specific Marking Instructions for each question
4.	(a)	<p>Candidates are expected to analyse how the <b>responses from the table</b> could affect this student in an important performance.</p> <p>Candidates are expected to refer to two or more of the scenario prompts in their answer.</p>	8	<p>1 mark can be awarded for each point, or development of a point of analysis of how factors impact overall performance.</p> <p>A <b>maximum of 6 marks</b> can be awarded to a response that refers to only the <b>stated</b> factor (Mental) impacting on performance.</p> <p>A <b>maximum of 4 marks</b> can be awarded to a response that refers to only the <b>selected factor</b> impacting on performance.</p> <p>0 marks available for no analysis of how factors impact overall performance.</p> <p>Example of possible areas of analysis: By never being relaxed before a performance the student may make mistakes right from the start. This would mean for example in Volleyball...(1 mark)</p> <p>In Gymnastics, when a performer is highly motivated this would result in them working through the challenges of a complex solo performance.(1 mark)</p> <p>When levels of concentration vary skills would be inconsistent. Therefore the performer will not contribute effectively or fulfil the role to pressurise the opposition. (1 mark)</p> <p>In a group activity if decisions are sometimes wrong this can lead to the decision maker feeling isolated within the group. This could result in a reduced involvement in the group performance leading to.... (1 mark)</p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to explain how knowledge of model performance could assist this student develop the factors identified in part 4(a).	8	<p>1 mark can be awarded for each point, or development of a point of explanation of how knowledge of model performance could assist this student develop the factors referred to in part 4a.</p> <p>A maximum of 6 marks can be awarded to a response that refers to only the stated factor (Mental) impacting on performance.</p> <p>A maximum of 4 marks can be awarded to a response that refers to only the selected factor impacting on performance.</p> <p>0 marks available for no explanation of how awareness of model performance could help the development of the factors referred to in part 4a.</p> <p>Knowledge of model performance used to develop factors - to;</p> <p>Copy/mimic Compare Inspire/Motivate Set performance targets Feedback Assist/help/teach Show/Demonstrate</p> <p>For example</p> <p><i>By observing how relaxed a model performer is before a performance, this student could attempt to use or copy some of the relaxation techniques to deal with focus of attention.(1 mark)</i>  <i>This would enable the student to shut out distractions and focus on the role they have to carry out right from the very beginning of the performance. (1 mark for the development of a point)</i></p> <p>During the performance a model performer would encourage other performers to carry out their role effectively as the game progressed. This would mean the student could try to motivate and encourage others to develop a positive team ethos. (1 mark)</p>

[END OF MARKING INSTRUCTIONS]