



National  
Qualifications  
2019

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# **2019 Physical Education**

## **Higher**

### **Finalised Marking Instructions**

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## General marking principles for Higher Physical Education

*Always apply these general principles. Use them in conjunction with the specific marking instructions, which identify the key features required in candidates' responses.*

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or specific marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) The term 'or any other acceptable response' is used to allow for the possible variation in candidate responses. Award marks 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.
- (d) For *identify* questions candidates must recall key points of knowledge or give examples. Marks available reflect the number of points the candidate needs to make, for example, if one mark is available the candidate needs to give one correct point.
- (e) For *describe* questions candidates must provide a statement or structure of characteristics and/or features. It will be more than an outline or list. It may refer to – for instance – a concept, process, experiment, situation, or facts.
- (f) For *explain* questions candidates must 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) For *analyse* questions candidates must 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) For *evaluate* questions candidates must make points that make a judgement based on criteria and determine the value of something.
- (i) To gain a mark for developing a point (of description, explanation, evaluation or analysis), candidates must provide further related information which 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 marking instruction.

## Marking instructions for each question

### Section 1

Question			Marking instruction	Max mark	Additional guidance
1.	(a)	(i)	<p>Candidates must identify a method to collect <b>qualitative</b> information on mental factors.</p> <p>Candidates may give SCAT tests, GOS, questionnaire and POMS test as quantitative <b>or</b> qualitative information. This is acceptable and marks can be awarded.</p> <p>Award <b>1 mark</b> for the identification of a qualitative method.</p> <p>Award <b>0 marks</b> if candidate does not identify a qualitative method.</p>	1	<p><b>Examples of acceptable methods</b></p> <ul style="list-style-type: none"> <li>• self-reflection sheet</li> <li>• coach feedback</li> <li>• SCAT test</li> <li>• GOS</li> <li>• POMS test</li> <li>• questionnaire</li> <li>• training diary.</li> </ul>
		(ii)	<p>Candidates must identify a <b>different</b> method to collect <b>quantitative</b> information on mental factors.</p> <p>Award <b>1 mark</b> for the identification of a quantitative method.</p> <p>Award <b>0 marks</b> if candidate does not identify a quantitative method.</p>	1	<p><b>Examples of acceptable methods</b></p> <ul style="list-style-type: none"> <li>• disciplinary record for example number of fouls</li> <li>• SCAT test</li> <li>• GOS</li> <li>• POMS test</li> <li>• statistical survey</li> <li>• bar chart</li> <li>• questionnaire.</li> </ul> <p><b>The method given must be different from the answer provided in 1(a)(i).</b></p>

Question			Marking instruction	Max mark	Additional guidance
	(b)	(i)	<p>Candidates should give two points of explanation about why a performer should collect <b>qualitative</b> information on mental factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why qualitative information should be collected on mental factors.</p> <p>For full marks candidates should make two points of explanation about why a performer should collect qualitative information on mental factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about why a performer should collect qualitative information on mental factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why a performer should collect qualitative information on mental factors.</p>	<b>2</b>	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>collecting qualitative information on mental factors means the information is reliable because the performer knows exactly how they feel about how well they concentrated during a performance. They can then use this information in order to plan a PDP based on their development needs <b>(1 mark)</b></li> <li>qualitative information such as recorded coach feedback allows me to gather permanent data. This provides me with a starting point so I can then repeat this method during my PDP to compare results <b>(1 mark)</b></li> <li>qualitative information can support/back up quantitative information giving a more reliable overview as they let me draw conclusions and provide a picture of the whole performance which can then be used to check for improvements overall <b>(1 mark)</b></li> <li>the information can be used to find strengths and weaknesses to make the PDP specific. <b>(1 mark generic point – not specific to qualitative)</b></li> </ul> <p><b>If candidate makes a generic point about the reasons for collecting data, with no reference to the qualitative nature of the data, they can only access 1 of the 2 marks.</b></p>

Question			Marking instruction	Max mark	Additional guidance
		(ii)	<p>Candidates should give two different points of explanation about why a performer should collect <b>quantitative</b> information on mental factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why quantitative information should be collected on mental factors.</p> <p>For full marks candidates should make two points of explanation about why a performer should collect quantitative information on mental factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about why a performer should collect quantitative information on mental factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why a performer should collect quantitative information on mental factors.</p>	<b>2</b>	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>quantitative information such as tallies in a decision making checklist gives objective information which is based on facts such as the number of effective decisions I make in a match. This allows me to set realistic targets to work towards in future (<b>1 mark</b>)</li> <li>collecting quantitative information supports qualitative information collected which means that data gathered is more reliable. This provides the performer the opportunity to accurately identify development needs to plan a programme (<b>1 mark</b>)</li> <li>by looking at the number of unforced errors I made last season my development needs are identified and prioritised and so no time is wasted doing work which is not required to improve overall performance (<b>1 mark</b>)</li> <li>I could use it to get a baseline information to set goals to motivate me to work harder. (<b>1 mark generic point – not specific to quantitative</b>)</li> </ul> <p><b>The points given must be different from those provided in 1(b)(i).</b></p> <p><b>If candidate makes a generic point about the reasons for collecting data, with no reference to the quantitative nature of the data, they can only access 1 of the 2 marks.</b></p>

Question			Marking instruction	Max mark	Additional guidance
2.	(a)		<p>Candidates should describe the features or characteristics of one short term <b>and</b> one long term goal for emotional factors.</p> <p>There must be a clear difference in time between the two goals.</p> <p>For full marks candidates should make a descriptive point for one short term <b>and</b> a descriptive point for one long term goal for emotional factors.</p> <p>Award <b>1 mark</b> for each point of description in relation to the goals set for emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a short or long term goal for emotional factors.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• short term goal – I aimed to control my anger in the next game <b>(1 mark)</b></li> <li>• long term goal – I aimed to reduce the number of bookings I got for a whole season by at least 4 <b>(1 mark)</b></li> <li>• short term goal – I wanted to not be as scared before my next dance performance in front of a large crowd <b>(1 mark)</b></li> <li>• long term goal – I want to have no fear before any of my routines and be very confident for my team mates by the end of year <b>(1 mark)</b></li> <li>• I aimed to reduce my SCAT test score by 5 when I retest. <b>(1 mark)</b></li> </ul> <p>Target can be described referring to the characteristic; time/context/associated issue. For example, not to get angry when my team make mistakes.</p> <p>Short and long term targets do not have to be linked.</p>

Question			Marking instruction	Max mark	Additional guidance
	(b)		<p>Candidates should give three points of explanation about the considerations a performer will have when setting goals for emotional factors.</p> <p>For full marks candidates should give three developed points of explanation about the considerations a performer will have when setting goals for emotional factors.</p> <p>Award <b>2 marks</b> for each developed point of explanation about the considerations a performer will have when setting goals for emotional factors.</p> <p>Award <b>1 mark</b> for each basic point of explanation about the considerations a performer will have when setting goals for emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the considerations a performer will have when setting goals for emotional factors.</p> <p><b>2/2/2 split allocation of marks.</b></p>	<b>6</b>	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• I considered if the goals were specific to me. So I checked they related to the weaknesses I had gathered information about for emotional factors. This meant my goals were precise and accurate for myself and I knew what the focus of training was. <b>(1 mark)</b> This made sure that the work I carried out would have the maximum impact on my own performance <b>(1 mark)</b></li> <li>• I considered the opinion of my coach with regards to my goals. So we both agreed and accepted the goals set. This meant we both had a clear focus on what to improve because we negotiated and worked on the goals together. <b>(1mark)</b> Therefore when feeding back after the performance my coach knew exactly what my focus was and could give me corrective feedback about what I had to do to further improve <b>(1 mark)</b></li> <li>• I considered if my goal was realistic, this meant that I made sure the goal was challenging but at the same time it was achievable. For example, I chose to try to score 10 more points in my next game because I had managed 7 more in a previous game. A goal of 20 would have been unrealistic and would set me up for a fail. <b>(1 mark)</b> This ensured my motivation stayed high because I felt able to achieve the goals which were set and so I kept focused on trying to improve <b>(1 mark)</b></li> <li>• I considered the amount of time I had to achieve the goal and needed to plan the number of sessions and weeks I had to achieve the suitable goal. For example, I had 6 months to achieve my long term goal so I set a goal of increasing my long jump by 6cm. <b>(1 mark)</b> This time was long enough for me to do the work required, but short enough to keep my focus to push through to achieve the goals <b>(1 mark)</b></li> <li>• I considered if my goal was going to excite me and motivate me to train and achieve it. This meant I would try harder if it did. For example, my goal of achieving 10 more points in the next game would be my individual record. This meant I was very excited to try and reach this. <b>(1 mark)</b> This would encourage me to shut out any distractions and try hard to then set new goals for continued improvement. <b>(1 mark)</b></li> </ul>

Question			Marking instruction	Max mark	Additional guidance
3.	(a)		<p>Candidates should describe the features or characteristics of one approach to develop physical factors.</p> <p>For full marks candidates should make two points of description relating to an approach to develop physical factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description relating to an approach to develop physical factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of an approach to develop physical factors.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• an approach I used for building my speed was resisted training. This was where I had a band around my waist attached to a parachute and I had to sprint to the end of the field (<b>1 mark</b>)</li> <li>• I had to straighten up as soon as possible to allow the parachute to open. (<b>1 mark</b>)</li> </ul> <p><b>0 marks</b> for description of setting up or warm up.</p>



Question			Marking instruction	Max mark	Additional guidance
	(b)		<p>Candidates should explain the possible challenges when carrying out the approach described in Q3(a).</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the <b>possible</b> challenges when carrying out the approach described in Q3(a).</p> <p>For full marks candidate should give four points of explanation in relation to the possible challenges when carrying out the approach described in Q3(a).</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to the possible challenges when carrying out the approach described in Q3(a).</p> <p>Award <b>0 marks</b> if candidates do not explain the possible challenges when carrying out the approach described in Q3(a).</p>	4	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• one challenge was that the parachute (resisted) training required a lot of organisation to set up and prepare beforehand. This meant it took a lot of time to get started and by the time all the equipment was set up we had only a short amount of time to do the tasks <b>(1 mark)</b></li> <li>• a second challenge was that we had to share the parachutes. This reduced the time we had to actually train our speed. This meant fewer repetitions making training less effective <b>(1 mark)</b></li> <li>• a challenge was that running with parachutes attached to us was fun and a little silly. However, some people in the team thought it was stupid and did not participate fully. This meant the drills broke down <b>(1 mark)</b></li> <li>• another challenge for some people is when they have to use the parachutes inside. There might not be enough room to build up to full pace meaning that maximum speed cannot be reached <b>(1 mark)</b></li> <li>• I may find the approach boring and lose motivation. This will mean that I do not put in full effort in every training session and don't work at the correct intensity and therefore will not be improving my speed endurance <b>(1 mark)</b></li> <li>• a challenge I had was that I had to practise in the community centre and there were members of the public there and they distracted me so my technique was not as exact as it should be. <b>(1 mark)</b></li> </ul>

Question			Marking instruction	Max mark	Additional guidance
	(c)		<p>Candidates should make judgements about the effectiveness of the approach described in Q3(a) on performance.</p> <p>Candidates must back up their judgements with evidence which substantiates their evaluation.</p> <p>For full marks candidates should make four evaluative points about the effectiveness of the approach described in Q3(a).</p> <p>Award <b>1 mark</b> for each point of evaluation or development of a point of evaluation about the effectiveness of the approach described in Q3(a).</p> <p>Award <b>0 marks</b> if candidates do not provide an evaluation about the effectiveness of the approach described in Q3(a).</p>	4	<p><b>Examples of acceptable evaluative points</b></p> <ul style="list-style-type: none"> <li>the resisted training was useful as I had improved my ability to accelerate away so in a game when I needed to sprint up the court to receive a pass I could do it better and leave my opponent behind <b>(1 mark)</b></li> <li>resisted training had increased the effectiveness of my leg muscles to get to top speed quickly meaning when I had to sprint to pick up the ball which had come off the block in volleyball I could get there before the ball hit the ground <b>(1 mark)</b> This gave our team many opportunities to set up a quick and successful attack to score easy points <b>(1 mark)</b></li> <li>parachute training was good because it helped me sprint more quickly therefore in the game I could get back in time to defend an opposition attack and make it more difficult for the opponents to score. <b>(1 mark)</b></li> </ul> <p><b>The answer must link to performance – not simply an evaluation of the approach.</b></p>

Question			Marking instruction	Max mark	Additional guidance
4.	(a)		<p>Candidates should describe the features or characteristics about the ways in which a PDP for social factors can be evaluated.</p> <p>For full marks candidates should give four points of description about the ways in which a PDP for social factors can be evaluated.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the ways in which a PDP for social factors can be evaluated.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics about the ways in which a PDP for social factors can be evaluated.</p>	4	<p><b>Example of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• I filled out a team dynamic questionnaire at the start of my PDP and at the end of my PDP (<b>1 mark this point would open access to 4 marks</b>)</li> <li>• at the end of the PDP you would gather information on the areas of the social factor that you were developing using the same methods at the start. (<b>1 mark this point would open access to 4 marks.</b>) For example, you would complete the social questionnaire again answering the same questions as before, checking for any differences in the results (<b>1 mark generic point of description</b>)</li> <li>• you would answer the questions honestly and record your responses (<b>1 mark generic point of description</b>)</li> <li>• based on the changes in responses you would make a judgement as to the effectiveness of the programme (<b>1 mark generic point of description</b>)</li> <li>• at this point you would use your evaluation to decide what your future development needs are (<b>1 mark generic point of description</b>)</li> <li>• profile wheel is a large circle split into 6 sections. Each of the sections is split into 3 parts, red, amber green. (<b>1 mark generic point of description.</b>) Each section has a statement such as; 'I feel included in my team'. (<b>1 mark generic point of description.</b>) The performer can then look back at the end of the PDP and see what they put at the start which may have changed to green meaning that the PDP has been successful. (<b>1 mark this point opens up the response to be marked out of 4.</b>) The performer would complete the profile wheel in a quiet room under the same conditions as at the start. (<b>1 mark generic point of description</b>)</li> </ul> <p>If the candidate describes a method of gathering data and uses it at the beginning and end of the PDP they can access all 4 marks.</p> <p>If the candidate only describes a method of gathering data, with no mention of when it is carried out, they can only access 2 of the 4 marks available.</p> <p>If the candidate describes an on-going process of gathering data and makes no reference to a final summative comparison then they can only access 2 of the 4 marks available (they are describing monitoring not evaluation).</p>

Question			Marking instruction	Max mark	Additional guidance
	(b)	(i)	<p>Candidates should explain the impact any improvements in social factors can have on the performance development process.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the impact any improvements in social factors can have on the performance development process.</p> <p>For full marks candidates should make two points of explanation about the impact any improvements in social factors can have on the performance development process.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the impact any improvements in social factors can have on the performance development process.</p> <p>Award <b>0 marks</b> if candidates do not explain the impact any improvements in social factors can have on the performance development process.</p>	2	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• better team dynamics will have a positive impact during training. If people work well together then training drills will be conducted at a higher intensity and everyone will progress faster with no training time wasted (<b>1 mark</b>)</li> <li>• an example of this would be a fast break drill. As a result of the whole team participating fully in the team building exercises they will feel more engaged with the group, this means the drill will be carried out faster and with more intensity (<b>1 mark</b>)</li> <li>• if individuals become more familiar with their roles and responsibilities, they are more likely to carry out a drill better. For example if a guard makes the correct run during the drill they will be well placed to receive an outlet pass and start the fast break. This will result in more success in training and develop team dynamics to work hard in training sessions. (<b>1 mark</b>)</li> </ul> <p>The answer must relate to the impact of <b>improvement</b> in the social factor on the performance development process (PDP).</p> <p>A game is acceptable if referenced as part of a PDP, for example ‘conditioned game’ or ‘in training my game was...’</p>

Question			Marking instruction	Max mark	Additional guidance
	(b)	(ii)	<p>Candidates should explain the impact any improvements in social factors can have on the overall performance.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the impact any improvements in social factors can have on the overall performance.</p> <p>For full marks candidates should make two points of explanation about the impact any improvements in social factors can have on the overall performance.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the impact any improvements in social factors can have on the overall performance.</p> <p>Award <b>0 marks</b> if candidates do not explain the impact any improvements in social factors can have on the overall performance.</p>	2	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>if, for example, improvements were made in team dynamics within the social factor a group would find a lot of benefits to their performance. With better team dynamics this would mean a team will work harder for each other and cover gaps for each other in defence for the whole game, even when tired <b>(1 mark)</b></li> <li>another benefit of good team dynamics is that when things aren't going so well players in the team will communicate with each other. This will mean the group's morale won't drop any further and they would be able to turn the performance around. <b>(1 mark)</b></li> </ul> <p>The answer must relate to the impact of <b>improvement</b> in the social factor on the <b>performance</b>.</p>

## Section 2

Question			Marking instruction	Max mark	Additional guidance
5.			<p>Candidate should describe the features or characteristics of their strengths and development needs in <b>comparison</b> to a model performer for one factor.</p> <p>Candidates may refer to the following</p> <ul style="list-style-type: none"> <li>• skill efficiency, fitness or tactical/compositional consideration</li> <li>• control of emotions</li> <li>• team dynamics</li> <li>• problem solving.</li> </ul> <p>Or any other acceptable response.</p> <p>For full marks candidates should make four points of description about their strengths and development needs in comparison to a model performer.</p> <p>Marks can be awarded as a <b>3/1</b> split.</p> <p>Award <b>1 mark</b> for each relevant point of description or development of a point of description about their strengths and development needs in comparison to a model performer.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of their strengths and development needs in comparison to a model performer.</p>	4	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• like mine a model performer's passing is consistent and accurate and she never gives possession away (<b>1 mark</b>)</li> <li>• I feel anxious when starting my dance and this shows itself in me being a fraction of a second late to begin the first motif. A model performer would be right on time and not let her nerves affect her at any point (<b>1 mark</b>)</li> <li>• the model performer remains focussed and concentration doesn't drop after losing a point whereas I often get distracted when this happens and put my service into the net (<b>1 mark</b>)</li> <li>• a strong volleyball team constantly call for the ball and cover in all phases of the game whereas my team go quiet when they are under pressure in a quick attack. (<b>1 mark</b>)</li> </ul>

Question			Marking instruction	Max mark	Additional guidance
6.	(a)		<p>Candidates should describe the features or characteristics of <b>one</b> method used to monitor progress throughout their PDP.</p> <p>Candidates may refer to the following examples of monitoring methods or tools</p> <ul style="list-style-type: none"> <li>disciplinary record</li> <li>transcript of coach feedback</li> <li>video</li> <li>training diary</li> <li>audio recorder</li> <li>mobile phone apps</li> <li>observation schedules.</li> </ul> <p>Any other acceptable method or tool. For full marks candidates should make two points of description about <b>one</b> method of monitoring progress <b>throughout</b> their PDP.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about <b>one</b> method of monitoring progress <b>throughout</b> their PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a method of monitoring progress throughout their PDP.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>I used a fitbit watch during my continuous training sessions. It would display my heartrate over the duration of my sessions. (<b>1 mark</b>) I also monitored the distance I ran and the amount of time I completed <b>each</b> run in (<b>1 mark</b> <i>'each' opens access to 2 marks</i>)</li> <li>at the end of <b>each</b> session I kept a note of my progress in a training diary. I wrote down that I got more points against my opponent in the conditioned game (<b>1 mark</b> <i>'each' would open access to 2 marks</i>)</li> <li>I wrote down specific reflections for each approach and my progress towards targets set for that session (<b>1 mark</b> <i>wording would open access to 2 marks</i>)</li> <li>I used a training diary to monitor progress throughout the PDP. (<i>no mark but opens access to 2 marks</i>) It was a sheet of A4 paper with places to write what I was developing and which approaches I used (<b>1 mark</b>). I completed it straight after training (<b>1 mark</b>)</li> <li>I set up hoops as targets and served 10 shuttles to see how many points I could get. 3 for the smallest target and 1 for the largest. (<i>although there are 2 points of description there is no mention of the on-going nature so only 1 mark</i>)</li> </ul> <p><b>To access both marks the candidate must include the on-going nature of monitoring.</b></p> <p><b>If the candidate only describes a method of gathering data, with no mention of the on-going nature, they can only access 1 of the 2 marks available.</b></p>

Question			Marking instruction	Max mark	Additional guidance
	(b)		<p>Candidates should explain the changes or adaptations they made to their PDP as a result of monitoring.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the changes or adaptations they made to their PDP as a result of monitoring.</p> <p>The candidate does not need to justify what the monitoring process highlighted.</p> <p>For full marks candidates should make four points of explanation about the changes or adaptations they make to their PDP as a result of monitoring.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the changes or adaptations they made to their PDP as a result of monitoring.</p> <p>Award <b>0 marks</b> if candidates do not explain the changes or adaptations they made to their PDP as a result of monitoring.</p>	4	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• I introduced repetition practices to mirror the conditions of performing over a period of time to emphasise the need to keep in time at this part of the dance <b>(1 mark)</b></li> <li>• I took out a section of my dance and practised it in isolation so I could work on it on its own until the turn is automatically done in time each attempt. This would establish the correct pattern required in the sequence <b>(1 mark)</b></li> <li>• I can change my plan by setting up target drills where decisions have to be made quickly to highlight the need to play the shuttle to the opposite area of the court from where my opponent was standing to exploit any spaces <b>(1 mark)</b></li> <li>• I might also introduce a conditioned game where certain areas of the court are out of bounds so that decisions have to be made before returning the shuttle demonstrating awareness of my opponent. <b>(1 mark)</b> This encourages me to think ahead to make sure I always try to make it hard for my opponent to get to the shuttle allowing me to take control of each rally dictating play. <b>(1 mark)</b></li> </ul>



### Section 3

Question			Marking instruction	Max mark	Additional guidance
7.	(a)		<p>Candidates should explain the reasons why emotional factors may cause the difference between training and the live performances in Extract 1.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the reasons why emotional factors may cause the difference between training and the live performances in Extract 1.</p> <p>For full marks candidates should make four points of explanation about the reasons why emotional factors may cause the difference between training and the live performances in Extract 1.</p> <p>Award <b>1 mark</b> for each point of explanation or development of point of explanation about the reasons why emotional factors may cause the difference between training and the live performances in Extract 1.</p> <p>Award <b>0 marks</b> if candidates do not explain the reasons why emotional factors may cause the difference between training and the live performances in Extract 1.</p>	4	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• during training the dancer may not experience anxiety but during a live performance in front of an audience they do. This will mean that they do not look at ease, hesitate and they don't time their jumps (<b>1 mark</b>)</li> <li>• the pressure experienced in training did not match the demands of the live performance and so transference of success in training would not be possible because the drills had not been carried out in a 'game like/competitive' environment (<b>1 mark</b>)</li> <li>• lack of exposure to pressure and stress in training might have been ignored and so when in the live pressurised performance context the presence of an audience might momentarily make the performer lose confidence and hesitate when taking on his opponent (<b>1 mark</b>)</li> <li>• the lack of competitive tackling in training meant the performer became frustrated when they experienced this in a game. This could lead to them reacting angrily to the physical challenges resulting in a red card (<b>1 mark</b>)</li> <li>• strengths and weakness of the opposition might not have been considered fully and so having practised only against team mates in training to defend a free pass, coming up against unknown players might affect anxiety levels as we don't know how to cope in this unfamiliar situation and so give up working together as a team. (<b>1 mark</b>) This might result in more anxiety as the team very quickly panic giving away possession as they make more passing errors. (<b>1 mark</b>)</li> </ul> <p>The candidate's response must reference the <b>difference</b> between training and live performance.</p>

Question			Marking instruction	Max mark	Additional guidance
	(b)		<p>Candidates should analyse the possible impact of physical factors on the live performances in Extract 2.</p> <p>Each point of analysis must include</p> <ul style="list-style-type: none"> <li>• identification</li> <li>• implication</li> <li>• impact.</li> </ul> <p>For full marks candidates should make four points of analysis about the possible impact of physical factors on the live performances in Extract 2.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the possible impact of physical factors on the live performances in Extract 2.</p> <p>Award <b>0 marks</b> if candidates do not analyse the possible impact of physical factors on the live performances in Extract 2.</p>	4	<p><b>Examples of acceptable analytical points</b></p> <ul style="list-style-type: none"> <li>• more errors towards the end of the performance could suggest poor stamina levels. This could stop the performer using skills, or performing their roles in the latter stages of the game meaning he couldn't carry out marking duties at penalty corners so a player was left unmarked to shoot. <b>(1 mark)</b> This might also be highlighted in slow recovery from bouts of intense running meaning no support would be offered in counter attacks leaving the team a man down <b>(1 mark)</b></li> <li>• low power levels in the legs of the blockers restrict the performer getting above the net to block allowing more unopposed winning spikes for the other team. This would ultimately mean the defence could capitalise more often and exploit the gaps left on our side of the net <b>(1 mark)</b></li> <li>• inaccurate passing as we chased an equaliser led to feelings of frustration throughout the team. This resulted in a stretched formation and the players being out of position towards the end of the live performance and we lost possession. <b>(1 mark)</b></li> </ul> <p>The candidate's response must make reference to extract 2.</p> <p>The 'identification' must be physical however the 'implication' and 'impact' can link to different factors.</p>

[END OF MARKING INSTRUCTIONS]