



National  
Qualifications  
2024

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# 2024 Physical Education

## Higher

### Question Paper 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			Expected response(s)	Max mark	Additional guidance
1.	(a)	(i)	<p>Candidates should describe the features or characteristics of one method used to collect information on emotional factors.</p> <p>For <b>full marks</b> candidates should make three points of description about one method used to collect information on emotional factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about one method used to collect information on emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a method used to collect information on emotional factors.</p>	3	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>the POMS test contains 65 statements and 6 emotions such as anger (1 mark)</li> <li>the profile wheel is an A4 sheet of paper with a large circle split into 8 segments (1 mark)</li> <li>Each segment was split into 10 with a heading of the emotional factor (1 mark)</li> <li>the self-reflection questionnaire had a list of 15 questions about causes of fear (1 mark)</li> <li>the online test had a drop-down menu where I could select options which reflect how I feel from 'not at all' to 'extremely' (1 mark)</li> <li>I completed the test alone in a quiet area immediately after my performance (1 mark)</li> <li>my coach collated the number of red and yellow cards I received over the season on a spreadsheet. (1 mark)</li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(ii)	<p>Candidates should describe the features or characteristics of a <b>different</b> method used to collect information on emotional factors.</p> <p>For <b>full marks</b> candidates should make three points of description about a different method used to collect information on emotional factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about a different method used to collect information on emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a different method used to collect information on emotional factors.</p>	<b>3</b>	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I completed the test on my own, in a quiet space away from distractions (<b>1 mark</b>)</li> <li>• the questionnaire looked like a grid with headings of ‘always, sometimes and never’ across the top (<b>1 mark</b>)</li> <li>• the questionnaire contained different statements relating to emotional factors ie, ‘I get frustrated when we are losing’ (<b>1 mark</b>)</li> <li>• my coach watched me play and afterwards she told me situations where my emotions got the better of me (<b>1 mark</b>)</li> <li>• I completed the questionnaire immediately before my performance by ticking the boxes based on how I felt (<b>1 mark</b>)</li> <li>• At the end of the test I added up all my scores and compared them to the rating on the back of the page (<b>1 mark</b>)</li> <li>• My partner asked me open ended questions and wrote down my responses. (<b>1 mark</b>)</li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should describe the features or characteristics of one strength and one development need identified from the information collected in (a).</p> <p>For <b>full marks</b> candidates should make one point of description of one strength and one point of description of one development need from the information collected in (a).</p> <p>Award <b>1 mark</b> for each point of description about one strength and one development need from the information collected in (a).</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one strength and one development need from the information collected in (a).</p> <p>If a candidate only describes strengths or development needs they can only access <b>1 mark</b> maximum.</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I scored 5/6 for happiness in my questionnaire. This meant I stayed upbeat and positive during my performance (<b>1 mark</b>)</li> <li>• I have good confidence and scored 8/10 in the ppw compared to the model performer with 9/10 (<b>1 mark</b>)</li> <li>• my weakness is fear. I am scared of injuring myself and don't fully commit to tackles (<b>1 mark</b>)</li> <li>• a possible strength is happiness. A performer may dance with strong facial expressions, smiling often due to being happy (<b>1 mark</b>)</li> <li>• my development need is that I am fearful when practicing tackling technique and I worry about injuring my neck (<b>1 mark</b>)</li> <li>• I get angry when refereeing decisions go against me and I shout at the officials which is a weakness I identified from 10 yellow cards in a season. (<b>1 mark</b>)</li> <li>• a strength I identified from my ppw was trust. I knew this was a strength as I scored 8/10. During a performance I always trust my team-mates. (<b>1 mark</b>)</li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(c)	<p>Candidates should explain <b>two</b> ways information collected for emotional factors could be used when <b>planning</b> a PDP.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain ways of using information collected for emotional factors when planning a PDP.</p> <p>Candidate responses could relate to:</p> <ul style="list-style-type: none"> <li>• goal setting</li> <li>• selecting approaches</li> <li>• specificity</li> <li>• priorities</li> <li>• develop weaknesses</li> <li>• maintain strengths</li> <li>• track progress.</li> </ul> <p>For <b>full marks</b> candidates should make two points of explanation in relation to ways information collected for emotional factors could be used when planning a PDP.</p> <p>Award <b>1 mark</b> for each point of explanation in relation to ways information collected for emotional factors could be used when planning a PDP.</p> <p>Award <b>0 marks</b> if candidates do not explain a way information collected for emotional factors could be used when planning a PDP.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• information can be used to help set goals. By identifying areas of development specific and realistic goals can be created which leads to increased motivation as the performer has a target to strive towards every week meaning they work harder during sessions (<b>1 mark</b>)</li> <li>• the information collected could be used to set goals in the PDP. For example, a goal may be to improve anger by reducing the number of yellow cards over a four-week period. This means the performer will have something to focus on which will increase their motivation and effort during training (<b>1 mark</b>)</li> <li>• I could use this information to select suitable approaches to improve my weakness. For example, the SCAT test showed I had anxiety during competition. I could choose approaches such as deep breathing for my PDP which specifically target improving anxiety (<b>1 mark</b>)</li> <li>• this information collected in the POMS test could be used as a baseline to measure progress. Once the performer has a score for tension at the start of the PDP, they could plan to retest this halfway through and compare results to track progress and ensure the PDP is working (<b>1 mark</b>)</li> <li>• the data collected will show me my emotional strengths such as trust. I could plan approaches to maintain these strengths while also developing my weaknesses. This means that my strengths do not deteriorate and remain strong while I also improve my weakness. (<b>1 mark</b>)</li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<p>Candidates should explain the positive impact mental factors could have on a team or group performance.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the positive impact mental factors could have on a team or group performance.</p> <p>For <b>full marks</b> candidates should make three points of explanation in relation to the positive impact mental factors could have on a team or group performance.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the positive impact mental factors could have on a team or group performance.</p> <p>Award <b>0 marks</b> if candidates do not explain the positive impact mental factors could have on a team or group performance.</p>	3	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• effective decision making can have an impact in football when maintaining possession. If the performer makes the decision to make a simple pass back to the defender rather than running with the ball towards an opponent, the team maintain possession meaning they can attack and create better goal scoring opportunities <b>(1 mark)</b></li> <li>• good concentration can have a positive impact during a basketball match. If players are concentrating fully when running a fast break, they will be sure who should be filling the lanes with both forwards running in the wide areas. This creates width which means the point guard has more passing options to create chances to score <b>(1 mark)</b></li> <li>• focus of attention could have a positive impact during dance. With all members of the group being focused on the beats, their timing will be correct meaning the dance flows well in time to the music <b>(1 mark)</b></li> <li>• if I have good motivation in handball, I will encourage my team mates to get back into position quickly when we lose possession of the ball. This means that we will have a strong defensive shape which will be difficult for the opposition to break down <b>(1 mark)</b></li> <li>• my good decision making positively impacts me in a badminton doubles match. if I think the shuttle is going to land out of the court, I often decide not to return the shot meaning we win more points. <b>(1 mark)</b></li> </ul> <p><b>Candidates may answer from a team/group perspective or from an individual perspective in a team/group context. They can access marks in both.</b></p> <p><b>If a candidate answers on an individual activity, then they cannot access marks ie, shot put.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should explain the negative impact mental factors could 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 negative impact mental factors could have on the performance development process.</p> <p>Candidates could explain the effect mental factors have on:</p> <ul style="list-style-type: none"> <li>• approaches selected</li> <li>• effort levels in training/performance development</li> <li>• the performer's progress</li> <li>• training partners or others involved in performance development.</li> </ul> <p><b>For full marks candidates</b> should give three points of explanation of the negative impact mental factors could have on <b>the performance development process</b>.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point or explanation of the negative impact mental factors could have on <b>the performance development process</b>.</p> <p>Award <b>0 marks</b> if candidates do not explain the negative impact mental factors could have on <b>the performance development process</b>.</p>	3	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• if the performer is not concentrating when receiving feedback from a training partner they will not know what part of their technique to correct during the repetition drill. This means their progress will be limited <b>(1 mark)</b></li> <li>• a lack of mental toughness will have a negative impact on training. For example, if I make a mistake I will not be able to forget about it or bounce back and refocus. This means my commitment and concentration will drop during training and I will not make progress and could take longer to reach my targets <b>(1 mark)</b></li> <li>• decision making had a negative impact on my PDP. I decided to train with a partner who was much better than me and I kept losing training games by a big margin. This caused my motivation and effort levels to drop and I gave up <b>(1 mark)</b></li> <li>• determination has a negative impact when learning a new skill. If I don't learn the skill straight away I don't keep trying and it causes me to give up. Therefore, I won't learn the new skill and no longer try as hard in practice limiting my progress <b>(1 mark)</b></li> <li>• anxiety had a negative impact on my pdp, for example, I was concerned about not reaching my targets in time which meant I rushed my shots leading to insufficient development <b>(1 mark)</b></li> <li>• low levels of motivation could also have a negative impact. The performer might not be excited about their goals so don't put effort into training sessions. This means they are not driven to reach the target they have set so don't take training seriously. <b>(1 mark)</b></li> </ul>



Question		Expected response(s)	Max mark	Additional guidance
	(c)	<p>Candidates should describe the features or characteristics of <b>two</b> changes which could be made to a PDP to address the negative impact of mental factors in (b).</p> <p>For <b>full marks</b> candidates should make two points of description of two changes which could be made to a PDP to address the negative impact of mental factors in (b).</p> <p>Award 1 mark for each point of description of a change which could be made to a PDP to address the negative impact of mental factors in (b).</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of two changes which could be made to a PDP to address the negative impact of mental factors in (b).</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I changed the place where I carried out my positive self-talk to the side of the pitch from the dressing room <b>(1 mark)</b></li> <li>• I reduced the time taken to visualise the successful penalty corner injector pass to just three seconds <b>(1 mark)</b></li> <li>• I changed the approach from anchor words to deep breathing <b>(1 mark)</b></li> <li>• I added in visualisation before every training session <b>(1 mark)</b></li> <li>• I would add a training partner to my PDP to motivate and encourage me to try my best during my pdp. <b>(1 mark)</b></li> </ul> <p><b>Any changes described must link to the negative impacts in Q2 (b).</b></p>

Question			Expected response(s)	Max mark	Additional guidance
3.	(a)		<p>Candidates should describe the features or characteristics of one-way progress could be <b>recorded</b> during a PDP for social factors.</p> <p>For <b>full marks</b> candidates should make three points of description about one way progress could be <b>recorded</b> during a PDP for social factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about one way progress could be recorded during a PDP for social factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one-way progress could be recorded during a PDP for social factors.</p>	3	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>the training diary consisted of a booklet with a page for every session and a date on the top <b>(1 mark)</b></li> <li>immediately after my session I wrote down my thoughts in my diary on our teamwork during training <b>(1 mark)</b>. For example, I wrote 'I moved into space well to receive a pass during training games' <b>(1 mark)</b></li> <li>my coach filmed me during teambuilding games using an ipad <b>(1 mark)</b></li> <li>I used the 'speechy' app on my phone to record progress. I spoke into the app and recorded how I felt I fulfilled my role during the game <b>(1 mark)</b></li> <li>I completed a social profile wheel. I ticked the red ring for the statement 'I respect my opponents' <b>(1 mark)</b></li> <li>I used a questionnaire which consisted of 10 questions relating to the social factors each ranked 1–9. <b>(1 mark)</b></li> </ul> <p><b>No marks are awarded for the description of the monitoring process eg comparison of records.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should explain the possible impact <b>social factors could have on recording progress</b> during a PDP.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the possible impact social factors could have on recording progress during a PDP.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the possible impact social factors could have on recording progress during a PDP.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to the possible impact social factors could have on recording progress during a PDP.</p> <p>Award <b>0 marks</b> if candidates do not explain the possible impact social factors could have on recording progress during a PDP.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• poor relationships could impact the recording progress negatively as my team-mates push me to be biased and not honest in order to impress our coach. This leads me to record unreliable data <b>(1 mark)</b></li> <li>• if you are filling out a training diary in a loud environment you can become distracted and write something wrong. This means you set the wrong targets which can negatively impact performance levels. <b>(1 mark)</b></li> </ul>

Question			Expected response(s)	Max mark	Additional guidance
4.			<p>Candidates should explain the importance of monitoring throughout a PDP for social factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of monitoring throughout a PDP for social factors.</p> <p>For <b>full marks</b> candidates should make four points of explanation in relation to the importance of monitoring throughout a PDP for social factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the importance of monitoring throughout a PDP for social factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the importance of monitoring throughout a PDP for social factors.</p>	4	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• monitoring allows me to track progress eg, I can see if the PDP is working and if my etiquette is improving. This gives me motivation to continue with training as I know it is effective <b>(1 mark)</b></li> <li>• I can see if I have reached a plateau during my PDP. If my teamwork has stopped improving, I can then adapt my PDP to ensure that I continue to make progress <b>(1 mark)</b></li> <li>• monitoring tells a performer if they have reached their goal. If they have reached their goal, they could set a new goal which will give them a new focus and ensure continued progress <b>(1 mark)</b></li> <li>• It allows me to check if the approaches I have used have been effective. I could then use this as a template for a future PDP, helping me develop any new weaknesses as I know what approaches work well. <b>(1 mark)</b></li> </ul>

Question			Expected response(s)	Max mark	Additional guidance
5.	(a)		<p>Candidates are expected to identify two different types of feedback a performer could receive when developing physical factors.</p> <p>For <b>full marks</b> candidates should identify two types of feedback a performer could receive when developing physical factors.</p> <p>Award <b>1 mark</b> for the identification of one type of feedback a performer could receive when developing physical factors.</p> <p>Award <b>0 marks</b> if the candidate does not identify a type of feedback a performer could receive when developing physical factors.</p>	2	<p><b>Examples of acceptable types of feedback:</b></p> <ul style="list-style-type: none"> <li>• written</li> <li>• visual</li> <li>• verbal</li> <li>• kinaesthetic</li> <li>• internal</li> <li>• external.</li> </ul>

Question			Expected response(s)	Max mark	Additional guidance
	(b)	(i)	<p>Candidates should explain the importance of considering the quantity of feedback when developing physical factors.</p> <p>Candidates should make a point, give evidence of the issue relating to that point, and then explain the importance of considering the quantity of feedback when developing physical factors.</p> <p>For full marks candidates should make one point of explanation about the importance of considering the quantity of feedback when developing physical factors.</p> <p>Award <b>0 marks</b> if the candidate does not explain the importance of considering the quantity of feedback when developing physical factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• if you are overloaded with feedback at one time you are unlikely to remember all of it. If you are given small pieces of feedback every time you train you are more likely to retain the information and fix what needs to be fixed <b>(1 mark)</b></li> <li>• by getting the right amount feedback on my overhead clear when learning this new skill, I would be able to concentrate on the most important sub routines, leading to improved accuracy and confidence to play the shot in a game situation. <b>(1 mark)</b></li> </ul>

Question			Expected response(s)	Max mark	Additional guidance
		(ii)	<p>Candidates should explain the importance of considering the timing of feedback when developing physical factors.</p> <p>Candidates should make a point, give evidence of the issue relating to that point, and then explain the importance of considering the timing of feedback when developing physical factors.</p> <p>For <b>full marks</b> candidates should make one point of explanation about the importance of considering the timing of feedback when developing physical factors.</p> <p>Award <b>0 marks</b> if the candidate does not explain the importance of considering the timing of feedback when developing physical factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• getting feedback during a performance is good because the things you are doing wrong will be fresh in your mind and you can act on them immediately to improve <b>(1 mark)</b></li> <li>• when you get the feedback from your coach is important as you need to be in the right state of mind to hear what they have to say because if they try to speak to you as you are coming off the court after losing, you might not want to listen to their feedback because you are angry so less likely to take it on board. <b>(1 mark)</b></li> </ul>

Question			Expected response(s)	Max mark	Additional guidance
		(iii)	<p>Candidates should explain the importance of considering the acceptance of feedback when developing physical factors.</p> <p>Candidates should make a point, give evidence of the issue relating to that point, and then explain the importance of considering the acceptance of feedback when developing physical factors.</p> <p>For <b>full marks</b> candidates should make one point of explanation about the importance of considering the acceptance of feedback when developing physical factors.</p> <p>Award <b>0 marks</b> if the candidate does not explain the importance of considering the acceptance of feedback when developing physical factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• if you do not accept the peer feedback because you don't agree with it, then you won't make the changes or do the training suggested which can slow down your progress <b>(1 mark)</b></li> <li>• I am willing to take on board the feedback from my coach as they are a knowledgeable person who I trust. This means I will develop my performance as I fully accepted the advice given. <b>(1 mark)</b></li> </ul>



## SECTION 2

Question			Expected response(s)	Max mark	Additional guidance
6.	(a)		<p>Candidates should describe the features or characteristics of two priorities identified at the start of their PDP.</p> <p>For <b>full marks</b> candidates should make two points of description of two priorities identified at the start of the PDP.</p> <p>Award <b>1 mark</b> for each point of description of a priority identified at the start of the PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of two priorities identified at the start of the PDP.</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• when I play my overhead clear it should go to the back of the court but it barely goes half way (<b>1 mark</b>)</li> <li>• to control my anger because I have been shouting and swearing at the referee when he makes a bad decision against me (<b>1 mark</b>)</li> <li>• I wanted to improve my T10 score from 16 lengths to 22 lengths (<b>1 mark</b>)</li> <li>• getting better accuracy was a priority at the start of the PDP as my forehand drive shot often missed my opponent's half of the table (<b>1 mark</b>)</li> <li>• my aim was to improve my problem-solving skills as when I was attacking in a 1 v 1 situation, I could not think of ways to get past my opponent and I lost possession (<b>1 mark</b>)</li> <li>• I want to be able to control my anger in a game of basketball and not get frustrated at my team-mates (<b>1 mark</b>)</li> <li>• I identified confidence as a priority at the start of my PDP. As I lacked confidence I shied away from the ball and did not move into space or call out to receive a pass. (<b>1 mark</b>)</li> </ul> <p><b>Candidates can describe priorities from one or more factors.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should describe the features or characteristics of one approach used to improve one of their priorities described in (a).</p> <p>For <b>full marks</b> candidates should make four points of description about one approach used to improve one of their priorities in (a).</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description of one approach used to address one of their priorities in (a).</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of an approach used to improve one of their priorities in (a).</p> <p>The approach must link to (a) to access marks.</p>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I carried the approach out on a flat surface for a minimum of 20 minutes <b>(1 mark)</b></li> <li>• I shadowed the action of the overhead clear technique repeatedly but without actually hitting a shuttle <b>(1 mark)</b></li> <li>• I ran at full speed to the first cone, then jogged at half pace to the second cone before doing a fast walk to the third cone <b>(1 mark)</b></li> <li>• I lay on my back taking deep breaths in through my nose then exhaling slowly out through my mouth <b>(1 mark)</b></li> <li>• the condition on the game was that once we regained possession, everyone in the team had to receive a pass before we could shoot <b>(1 mark)</b></li> <li>• each time I lost concentration, I snapped the rubber band which was on my wrist <b>(1 mark)</b></li> <li>• I carried out my fartlek training on a pitch with 4 cones laid out in a 50m by 50m square. <b>(1 mark)</b>. Each side of the 50 m square represented a different speed eg walk, jog, sprint. <b>(1 mark)</b></li> </ul> <p><b>No marks are awarded for the description of any preparations required to carry out the approach. Equipment used during or within the approach may access marks.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
	(c)	<p>Candidates should evaluate the approach described in (b).</p> <p>Candidates must back up their judgements with evidence which substantiates their evaluations.</p> <p>For <b>full marks</b> candidates should make four evaluative points about the approach described in (b).</p> <p>Award <b>1 mark</b> for each point of evaluation or development of a point of evaluation about the approach described in Q6(b).</p> <p>Award <b>0 marks</b> if candidates do not evaluate the approach described in Q6(b).</p>	4	<p><b>Examples of acceptable evaluative points:</b></p> <ul style="list-style-type: none"> <li>• a benefit of Fartlek training is that it is quick and easy to set up as all you need is 3 cones and a timer, therefore training time is maximised to improve quicker <b>(1 mark)</b></li> <li>• a limitation of the shadow practise is that due to the repetitive nature of the drill, it can become boring and my effort level drops therefore slowing progress <b>(1 mark)</b></li> <li>• a benefit of deep breathing is that I concentrate fully on my breathing. This is effective as it means that I forget about being anxious and so I am in a positive mindset to perform <b>(1 mark)</b></li> <li>• target practice was useful as it allowed me to work on my accuracy and consistently hit the shuttle just over the net. This meant that I could force my opponent towards the net creating space at the back of the court to play into <b>(1 mark)</b></li> <li>• the competitive nature of team building games can cause people to get frustrated with others if our team keeps losing the bench races game. This is a limitation as it can actually cause team dynamics to get worse and the training is counterproductive. <b>(1 mark)</b></li> </ul>

### SECTION 3

Question			Expected response(s)	Max mark	Additional guidance
7.			<p>Candidates should describe the features or characteristics of the ways in which a model performance and/or model performer may have been used during the development of emotional factors.</p> <p>For <b>full marks</b> candidates should make two points of description of the ways in which a model performance and/or model performer may have been used during the development of emotional factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description of the ways in which a model performance and/or model performer may have been used during the development of emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of the ways in which a model performance and/or model performer may have been used during the development of emotional factors.</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>the player could watch a model performer and see how they manage their emotions and try to copy this <b>(1 mark)</b></li> <li>I could have used a model performer to evaluate my progress at the end of my pdp by comparing my levels of confidence to theirs on a ppw <b>(1 mark)</b></li> <li>in stage 1, I could compare my data to that of a model performer to help me identify my strengths and weaknesses <b>(1 mark)</b></li> <li>at stage 3 I could use deep breathing whilst training as suggested by a model performer to help improve my fear <b>(1 mark)</b></li> <li>a model performer can be used to highlight how to behave and conduct yourself when given a poor decision. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
8.	<p>Candidates should analyse the possible impact a model performance and/or model performer may have had on the performer's development of physical factors.</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 <b>full marks</b> candidates should make four points of analysis about the possible impact a model performance and/or model performer may have had on the performer's development of physical factors.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the possible impact a model performance and/or model performer may have had on the performer's development of physical factors.</p> <p>Award <b>0 marks</b> if the candidates do not analyse the possible impact a model performance and/or model performer may have had on the performer's development of physical factors.</p>	4	<p><b>Examples of acceptable analytical points:</b></p> <ul style="list-style-type: none"> <li>• as the model performer is present during data gathering this could have a positive impact on the PDP. This could imply that the model performer completes the match analysis sheet for the performer and as she has excellent knowledge of the sport, the data gathered is reliable. The impact of this is that the main weakness is accurately identified allowing SMART goals to be set <b>(1 mark)</b></li> <li>• a model performer could have had a positive impact on the performers' power. If the performer is struggling to get enough height in their straddle jump a model performer could advise them to run into the jump as this will get them up higher resulting in a more eloquent execution of the jump and access higher marks from the judges <b>(1 mark)</b></li> <li>• the lack of the model performer's presence during the evaluation stage could have a negative impact. One implication is that the performer might not receive quality feedback on the overall effectiveness of the PDP and therefore not know his next development goals. This could lead to him continuing to focus on the same weakness even though it is now a strength, limiting his progress <b>(1 mark)</b></li> <li>• the model performer being there during the implementation of the PDP could help with feeding. The model performer could feed accurate sets high at the net during a feeder drill as he is a skilful player. This means the performer has lots of chances to improve his technique due to the quality feeds from the model performer <b>(1 mark)</b>. Furthermore, watching the model performer set the ball with such skill could motivate and inspire the performer to work hard in training to reach the same standards. <b>(1 mark-development of the point)</b></li> </ul> <p><b>The candidate must analyse the model performance and/or model performer's presence (or lack of presence) during the performance development process to access marks.</b></p>

Question			Expected response(s)	Max mark	Additional guidance
9.			<p>Candidates should explain the possible impact a model performance and/or model performer could have had if used at stages 2 and/or 5 to develop physical factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the possible impact a model performance and/or model performer could have had if used at stages 2 and/or 5 to develop physical factors.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the possible impact a model performance and/or model performer could have had if used at stages 2 and/or 5 to develop physical factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about the possible impact the model performance and/or model performer could have had if used at stages 2 and/or 5 to develop physical factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the possible impact a model performance and/or model performer could have had if used at stages 2 and/or 5 to develop physical factors.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>the model performer could have helped at stage 2 with the planning of a PDP for developing speed, using examples of the training they have used successfully. This would mean the performer's training sessions would be more varied and interesting <b>(1 mark)</b></li> <li>by making use of the model at stage 5 a more accurate measurement of how effective the PDP was could be achieved. This is because the model has trained for many years to improve their drive and so their input here would mean all the improvements could be confirmed by them and used to set next goals <b>(1 mark)</b></li> <li>by comparing their own performance with a model performance of a back somersault the performer would see exactly what the different phases of the skill looked like and could use this information at stage 2 to set goals for their PDP meaning it'd be more likely to result in an effective somersault to get higher marks <b>(1 mark)</b></li> <li>At stage 5 the model performer could spot things possibly missed by someone who is looking at themselves and being biased. This could have meant the performer could then see their mistakes and would be able to introduce the correct changes to approaches that they may use in a future pdp to continue to develop their performance. <b>(1 mark)</b></li> </ul>

[END OF MARKING INSTRUCTION]