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# 2016 Physical Education

## Higher

### Finalised Marking Instructions

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## 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 describe one method that they used to collect information about the impact of mental factors on their performance.	4	<p>1 mark can be awarded for each relevant point, or development of a point, of description of a method relevant for collecting information about the impact of mental factors on performance.</p> <p>0 marks for no description of a method.</p> <p>Examples of possible methods include:</p> <ul style="list-style-type: none"> <li>• SCAT</li> <li>• Observation schedule</li> <li>• Profiling sheet</li> <li>• Questionnaire</li> <li>• POMS</li> <li>• Or any other acceptable response</li> </ul> <p>Example points of description might include:  <i>questions on a scale of 1-5..... 1 means low and 5 means high..... list of questions..... calculate final score..... instructions to follow to complete the test; or any other acceptable response.</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to describe information which could be gathered using the method described in part 1(a).	4	<p>1 mark can be awarded for each relevant point, or development of a point, of description of information the method from 1(a) could generate.</p> <p>0 marks for no description of information.</p> <p>The candidate must refer to information generated by the method described in part (a).</p> <p>Examples of possible information include:</p> <ul style="list-style-type: none"> <li>• SCAT - rating of how my concentration is affected by anxiety</li> <li>• Observation schedule-poor decision on choice of service used in a game</li> <li>• Questionnaire - my motivation levels changed as we began to lose points</li> <li>• Or any other acceptable response</li> </ul> <p>For example;  <i>Strengths and weaknesses.....qualitative/quantitative data.....a value given eg 50% of the time I made the wrong decision..... which shows that concentration was their main weakness</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
2.	(a)	Candidates are expected to describe one short term and one long term goal a performer might set when developing emotional factors which impact on performance.	4	<p>1 mark can be awarded for an intention and a development (could be timescale) for both a short and long term goal set.</p> <p>0 marks for no description.</p> <p><b>This question is a 2/2 split.</b></p> <p>For example;  <i>A short term goal is to control my anger within my next game of football .....I will not shout at my team mates when they make a mistake.</i></p> <p><i>My goal is to become more confident by not being scared to call for the ball ....and indicate where I want the pass during a game.</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to explain what a performer might consider when setting goals to develop emotional factors.	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation of considerations made when setting goals.</p> <p><b>A maximum of 3 marks can be awarded if no specific reference is made to the emotional factor.</b></p> <p>0 marks for no explanation or for a response that “flips” a previously awarded mark.</p> <p>The response could make reference to some of the following factors considered when setting goals:</p> <ul style="list-style-type: none"> <li>• Current emotional state</li> <li>• Timeline for the emotional factor to improve</li> <li>• The ability to monitor progress towards achieving goals</li> <li>• Competition phases</li> <li>• How goals are used - to enhance motivation/focus</li> <li>• Influence of training partner, environment, opponent etc</li> <li>• SMART Targets</li> <li>• Consideration of a model performer</li> <li>• Consider approaches used to meet the goal</li> <li>• Or any other acceptable response</li> </ul> <p>For example;  <i>The goal would have to be specific so that my identified weakness of anger was the one that would be improved.....the goal would have to be realistic because if it was too difficult I could become demotivated and stop trying.</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
3.	(a)	The candidate is expected to explain why it is important to monitor progress when developing physical factors which impact performance.	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation of the importance of monitoring.</p> <p><b>A maximum of 3 marks can be awarded if no specific reference is made to the physical factor.</b></p> <p>0 marks for no explanation.</p> <p>A good response might highlight the benefits of monitoring on an ongoing basis. Reference could be made to some of the following:</p> <ul style="list-style-type: none"> <li>• Whether the training is working or not (with evidence)</li> <li>• Enables changes to be made</li> <li>• Promotes motivation</li> <li>• Can ensure if appropriate methods are being used</li> <li>• Can check whether training is at the correct intensity</li> <li>• Check if short/long term goals have been achieved</li> <li>• Or any other acceptable response</li> </ul> <p>For example;  <i>It is important to monitor to check whether any adjustments are needed to the programme in order to keep improving fitness.</i></p>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	Candidates are expected to explain the impact of future development needs within physical factors which impact on performance.	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation of future development needs within physical factors.</p> <p>0 marks for no explanation.</p> <p>The response may include reference to any of the following physical factors:</p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Power</li> <li>• Consistency</li> <li>• Timing</li> <li>• Creativity</li> <li>• Role related demands</li> <li>• Or any other acceptable response</li> </ul> <p><i>For example;</i>  <i>having greater agility will ensure I can keep possession of the ball and move up field with ease taking on defenders.....this will allow my team mates to get up in support and pull defenders away creating space for a penetrating pass.....</i></p>

## Section 2

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
4.	(a)	<p>Candidates are expected to explain why the presence of others can <b>positively</b> and <b>negatively</b> impact performance, practice or training.</p> <p>The answer must refer to social factors and one other of their own choice.</p>	8	<p>1 mark will be awarded for each point, or development of a point that explains why others can have a positive and negative impact.</p> <p>A <b>maximum of 7 marks</b> can be awarded to a response that refers only to (the Social factor impacting performance.)</p> <p>A <b>maximum of 7 marks</b> can be awarded to a response that refers only to the selected factor impacting performance.</p> <p>A <b>maximum of 7 marks</b> can be awarded if the candidate only refers to positive <b>OR</b> negative impact on performance.</p> <ul style="list-style-type: none"> <li>• Candidates could choose to answer about one activity or use examples from a range of activities.</li> <li>• Candidates may refer specifically to their own performance or that of other's and can draw examples from any other relevant practice, training or performance scenario.</li> </ul> <p>Responses may include some of the following:</p> <p><b>Social/Emotional</b> Factor Example:  <i>My partner cooperated with me during a practice session in gymnastics. He supported me whilst I was developing my handstand for my routine. This had a positive effect on the practice as he made sure that it was safe for me to learn the skill in a controlled situation. This also helped me overcome my fear of falling and gave me the confidence to kick up hard as I knew he would stop me from going right over and landing on my back. It also helped my confidence as I was learning a simpler version of the skill where I could gain some success.</i></p>

Question	Expected Response	Max Mark	Specific Marking Instruction for each question
			<p>This answer makes <b>3</b> valid points of explanation. It refers to the social in terms cooperation and working with others and refers to the emotional in terms of overcoming fear and increasing confidence to try the skill explaining the positive impact. Therefore the answer would be awarded <b>3</b> marks.</p> <p>In order to gain more marks the candidate could expand their answer further giving more points of explanation that specifically relate to the situation described. Or the candidate could explain further examples from a range of different situations in other activities.</p> <p>Other examples</p> <ul style="list-style-type: none"> <li>• A coach or teacher giving feedback to help improve because...</li> <li>• A motivational speech by the team captain before a big match would encourage.....</li> <li>• The impact of the crowd cheering on a performer motivating them to perform at a much higher level might mean .....</li> <li>• A training partner spurring you on to keep working hard even though you are exhausted would encourage me to .....</li> <li>• Competing against a local rival or in a derby match might result in .....</li> <li>• The expectation of the audience at a dance show spurring you on to perform to your best encourages you to .....</li> <li>• The dynamics and relationships of the dance group making everyone want to work hard for each other means that .....</li> <li>• A role model in your activity as a positive influence resulting in wanting to emulate their approach would encourage .....</li> <li>• More comfortable working in a same gender group meaning that .....</li> <li>• The particular tactics that an individual or team played due to their opponents would force them to .....</li> <li>• The strengths of individuals or particular roles in a team allowing for the successful implementation of a tactic</li> </ul>

Question		Expected Response	Max Mark	Specific Marking Instruction for each question
	(b)	<p>Candidates are expected to analyse approaches which may be used to overcome the negative impact of the presence of others during performance, practice or training.</p> <p>The answer must refer to social factors and one other of their own choice.</p>	8	<p>1 mark will be awarded for each point, or development of a point that explains the implementation or impact of approach(es).</p> <p>A <b>maximum of 7 marks</b> can be awarded to a response that refers only to the Social factor impacting performance.</p> <p>A <b>maximum of 7 marks</b> can be awarded to a response that refers only to the selected factor impacting performance.</p> <p>0 marks will be awarded for an answer that just describes the approach used.</p> <ul style="list-style-type: none"> <li>• The selected development approach could take place out-with the performance. This may take the form of a programme of improvement over several weeks or a single session.</li> <li>• The candidates may choose an approach that is implemented during the actual performance. This may be a change of tactics or formation or an approach to manage performance anxiety etc.</li> </ul>

Question	Expected Response	Max Mark	Specific Marking Instruction for each question
			<p><i>Social/Physical example:</i></p> <p><i>I used team building to create positive relationships with my team mates. This allowed us to communicate more effectively which meant we were more comfortable talking to one another during a match.....this approach also helped to identify players who were comfortable taking leadership roles which meant they offered support and greater encouragement when things were not going well in the game.</i></p> <p><i>We used conditioned games to develop our passing in netball. This encouraged us to pass the ball quickly and accurately as we had to pass the ball at least 5 times before attempting to shoot. This meant that when we were prepared to receive the ball and move it on quickly during the game.....it also helped improve our decision making on where, when and the type of pass to play to exploit the oppositions weaknesses during a game.</i></p> <p>This answer makes 4 valid points of analysis. It refers to the social in terms cooperation and working with others and refers to the emotional in terms of increasing confidence to try the skill explaining the positive impact. Therefore the answer would be awarded 4 marks.</p>

[END OF MARKING INSTRUCTIONS]