



National  
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# 2017 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

Question		Expected response	Max mark	Specific marking instruction for each question
1.	(a)	<p>Candidates are expected to describe the impact of mental factors on performance.</p> <p>Candidates response must relate to appropriate mental factors.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point of description of the impact on performance of mental factors.</p> <p>0 marks for no description of impact.</p> <p>Candidates can access marks for descriptive points within an explanation of impact.</p> <p>Examples of possible impact on performance:</p> <ul style="list-style-type: none"> <li>• Maintaining concentration to mark an opponent prevents them from getting free for a pass</li> <li>• Lack of motivation results in the performer giving up and not tracking runs of opponent when the team lose possession</li> <li>• Not getting focused on the game quickly enough and losing an early goal</li> <li>• Lose concentration leading to a deterioration in technique</li> <li>• High level of arousal results in muscles tensing up and heart rate increasing</li> <li>• Or any other acceptable response.</li> </ul>

Question		Expected response	Max mark	Specific marking instruction for each question
	(b)	Candidates are expected to <b>explain</b> why it is important to receive effective feedback when developing mental factors which impact on performance.	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation why receiving effective feedback is important.</p> <p>0 marks for no explanation of the need for effective feedback.</p> <p>Feedback may be given within training, practise or whole performance.</p> <p>Examples of possible points of explanation of the need for effective feedback when developing performance may include:</p> <ul style="list-style-type: none"> <li>• Feedback is needed because it tells us what is right and wrong <b>thereby giving</b> us targets to work towards when developing performance</li> <li>• Feedback allows the identification of strengths and weaknesses <b>in order to</b> make adaptations to performance development</li> <li>• Effective feedback increases motivation <b>so that</b> a performer .....</li> <li>• Good feedback allows us to stay focused on the area we are trying to develop <b>meaning that</b> we do not get side tracked away from our priority.</li> </ul>

Question		Expected response	Max Mark	Specific marking instruction for each question
2.	(a)	<p>Candidates are expected to describe two different methods used to gather information on social factors which impact on performance.</p> <p>Candidates responses must relate to appropriate characteristics and/or features of methods for social factors.</p>	4	<p>1 mark can be awarded for a descriptive point, of development of a point, of methods of gathering information on social factors.</p> <p>Marks can be awarded on a 2/2 or 3/1 split where relevant.</p> <p>Maximum 3 marks awarded where only ONE method is described.</p> <p>Candidates must describe 2 different methods to access full marks (eg individual &amp; team questionnaire would not be acceptable).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Questionnaire consists of a series of questions</li> <li>• For example “Do we all have a shared goal”</li> <li>• Rate/circle each statement from 1-9</li> <li>• 1 being disagree 9 strongly agree</li> <li>• Total collated at end...</li> <li>• <i>Or any other acceptable response.</i></li> </ul>

Question		Expected response	Max Mark	Specific marking instruction for each question
	(b)	Candidates are expected to explain why the methods would be selected to gather information on performance.	4	<p>1 mark can be awarded for each relevant point, or development of a point, of explanation of the reason why the candidate selected the methods of gathering information from part (a).</p> <p>Marks can be awarded on 3/1 split where relevant.</p> <p>Maximum 3 marks awarded where only ONE method is explained.</p> <p>0 marks for no explanation of why the methods were used.</p> <p>Examples of possible points of explanation may include:</p> <ul style="list-style-type: none"> <li>• They are easy to administer and set up <b>therefore</b> time is not wasted while players are waiting to complete the exercise</li> <li>• The coach is knowledgeable and <b>this means that</b> any feedback she provides will most likely be accurate and useful for performance development</li> <li>• The questionnaire has a yes or no answer <b>meaning that</b> the results are easy to interpret and therefore allowing for you to create a specific programme of work to address any weaknesses</li> <li>• Or any other acceptable response.</li> </ul>

Question		Expected response	Max mark	Specific marking instruction for each question
3.	(a)	<p>Candidates are expected to describe adaptations/changes that may need to be made to a performance development plan for Physical factors.</p> <p>Candidates response must relate to appropriate adaptations/changes for the physical factor chosen.</p>	4	<p>1 mark can be awarded for each relevant point, or the development of a point of description of an adaptation/change made within a performance development plan for the physical factor impacting on performance.</p> <p>0 marks for no description of any adaptation/change.</p> <p>Identifying the adaptations is not enough to access marks. Adaptations must be qualified or quantified.</p> <p>Examples of possible adaptations/changes may include:</p> <ul style="list-style-type: none"> <li>• Frequency - increase training from 1 to 3 times per week</li> <li>• Intensity - reduce rest from 30 to 20 secs</li> <li>• Time - maintain heart rate in training zone for longer</li> <li>• Type - from shadow to repetition etc</li> <li>• Target/Goal setting - review mid-term target</li> <li>• Work Rest ratios - increase/decrease rest periods</li> <li>• Opposed/unopposed</li> <li>• Change from man to man to zone defence</li> <li>• Marking step pattern with no music progressing to adding music</li> <li>• <i>Or any other acceptable response.</i></li> </ul>

Question		Expected response	Max mark	Specific marking instruction for each question
	(b)	<p>Candidates are expected to explain why adaptations/changes described in part (a) were made to the performance development plan.</p> <p>Candidates response must relate to the adaptations/changes described in part (a).</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point of explanation of the reasons why adaptations/changes were made to the performance development plan.</p> <p>0 marks for no explanation of why the adaptations/changes were made.</p> <p>Examples of possible reasons may include:</p> <ul style="list-style-type: none"> <li>• Effects of boredom and fatigue....<b>meaning that</b> players don't switch off during practice</li> <li>• Effectiveness of approaches within development plan....<b>to ensure</b> specific weaknesses are being addressed</li> <li>• Plateauing...making sure improvement on-going</li> <li>• Stages of Learning....<b>ensuring</b> approaches are suitable to performer's progress</li> <li>• Injury....taking account of the need to manage the return to full training post-injury</li> <li>• Increase challenge/pressure <b>to make</b> it more game-like</li> <li>• Different opposition <b>will allow for</b> variety of challenges experienced</li> <li>• Adapting/changing of targets <b>in order that</b> motivation is increased</li> <li>• Or any other acceptable response.</li> </ul>

Question		Expected response	Max mark	Specific marking instruction for each question
4.	(a)	Candidates are expected to explain why there may have been little improvement in the whole performance. Making reference to the emotional and one other factor from mental, social or physical.	8	<p>1 mark can be awarded for each point, or development of a point, of explanation of why there may have been little improvement in the whole performance.</p> <p>Maximum of 7 marks can be allocated where candidate addresses one factor.</p> <p>Whole performance can relate to PDP or Final performance.</p> <p>0 marks available where response does not make reference to progress/improvement in performance.</p> <p>0 marks available for no explanation of the possible reasons for no improvement.</p> <p>Examples of explanations may include:</p> <ul style="list-style-type: none"> <li>• Having to work with a new coach which might have made the performer not give their best because of lack of confidence resulting in only half-hearted attempts at new techniques meaning expected progress might not be made. (emotional - confidence)....<b>meaning</b> in the game I .....</li> <li>• Anxiety might also of played a part where the fear of doing something wrong or make a fool of yourself might hold the performer back from doing their best <b>resulting</b> in progress being slowed down or stopped altogether. (anxiety - confidence)....so I am able to .....</li> <li>• Lack of improvement in results over time creates frustration <b>leading</b> to more errors occurring in training....<b>so when</b> back in the team I can .....</li> </ul>

Question	Expected response	Max mark	Specific marking instruction for each question
			<ul style="list-style-type: none"> <li>• The process of overloading might have been wrong <b>meaning</b> too big a jump from one training load to the next results in an injury or just for the performer giving up because it is too difficult for them. (physical - fitness)</li> <li>• Perhaps the whole team is not pulling together when training <b>and so</b> the benefits to the whole group are lost because one or two people are not carrying out their role in the team effectively when competing <b>meaning</b> someone is unmarked or gaps are left for the opposition to exploit (social - team dynamics)</li> <li>• Concentration levels could be low and so the incorrect technique is practised <b>meaning</b> when it is used in a game it is not effective and the opponent can take control of the game (mental - concentration)....<b>because</b> it means I can't get the shuttle to the back of the court</li> <li>• Or any other acceptable response.</li> </ul>

Question		Expected response	Max mark	Specific marking instruction for each question
	(b)	<p>Candidates are expected to evaluate possible approaches which could ensure future performance will improve.</p> <p>Candidates are expected to refer to <b>emotional</b> factors and either mental or physical or social factors.</p>	8	<p>1 mark can be awarded for each point, or development of a point, of evaluation of possible approaches to ensure future performances will improve for the factors mentioned in part 4(a).</p> <p>A maximum of 7 marks can be awarded for evaluation of approaches relating to one factor.</p> <p>0 marks available for no evaluation of approach to performance development.</p> <p>Examples of evaluations may include:</p> <ul style="list-style-type: none"> <li>• “Snapping” is a <b>useful</b> approach to help improve confidence because it lets me instantly interrupt negative thoughts allowing me to re-focus on the centre pass which is just about to happen</li> <li>• Visualisation is also <b>valuable</b> because I can maximise the time spent preparing for a set piece before I go onto play meaning when needed I can “run the screen shot” in my head of me doing the skill perfectly making sure I know what to do to step up to take the free throw successfully</li> <li>• Approach is <b>easy</b> to incorporate into performance as it only involves breathing in and out which allows the performer to stop and take stock of the situation</li> <li>• Or any other acceptable response.</li> </ul>

(END OF MARKING INSTRUCTIONS]