



National  
Qualifications  
2018

---

**2018 Physical Education**  
**Higher**  
**Finalised Marking Instructions**

© Scottish Qualifications Authority 2018

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

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

These marking instructions have been prepared by examination teams for use by SQA appointed markers when marking external course assessments. This publication must not be reproduced for commercial or trade purposes.



## General marking principles for Higher Physical Education

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

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a 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) | Candidates are expected to describe how they could collect information about the impact of emotional factors on performance. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or development of a point, of description for collecting information about the impact of emotional factors on performance.</p> <p><b>0 marks</b> for no description of a method.</p> <p>Examples of possible answers may include a description of one method or combination of methods. These may include:</p> <ul style="list-style-type: none"> <li>• SCAT</li> <li>• observation schedule</li> <li>• profiling sheet</li> <li>• questionnaire</li> <li>• video</li> <li>• when the method(s) is implemented -before/during/after</li> <li>• where the method(s) was carried out</li> <li>• equipment required to carry out the method(s)</li> <li>• who was involved in carrying out the method(s).</li> </ul> <p>Example of points of description for a method(s) may include:</p> <ul style="list-style-type: none"> <li>• I answered 30 true/false questions (1 mark)</li> <li>• I rated my answers 1 - 4, 1 being never and 4 being always (1 mark)</li> <li>• when I was finished I totaled the score (1 mark)</li> <li>• the checklist had 3 columns and 12 rows (1 mark)</li> <li>• the coach observed me in a match (1 mark)</li> <li>• I watched a video of my last game (1 mark)</li> <li>• there was a list of different emotions the performer could feel. (1 mark)</li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response   | Max mark | Specific marking instruction for each question  |
|----------|-----|---|----------|---|
|          | (b) | Candidates are expected to explain why the method(s) described in part (a) are appropriate. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or development of a point, of explanation of the appropriateness of the method(s) described in 1(a).</p> <p><b>0 marks</b> for no explanation of appropriateness of the method(s).</p> <p>The candidate must refer to method(s) described in part (a).</p> <p>Examples of possible <b>1 mark</b> responses could include:</p> <ul style="list-style-type: none"> <li>• I collected this data during pre-season as this allowed me to collect base-line data to enable appropriate targets to be set <b>(1 mark)</b></li> <li>• I completed the method before leaving the dressing room, this allowed me to complete the process in private meaning I was not distracted and could reduce the possibility of errors <b>(1 mark)</b></li> <li>• it helped find strengths and weaknesses so I could make my PDP specific <b>(1 mark)</b></li> <li>• I carried out the method online, meaning that the information was instantly compared to national norms, helping me to set appropriate targets <b>(1 mark)</b></li> <li>• it was easy to do meaning I did not waste time and could spend more time training <b>(1 mark)</b></li> <li>• as it was completed straightaway it meant I did not forget it and therefore the results were more reliable. <b>(1 mark)</b></li> </ul> <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>• my coach completed the method for me, he has expert knowledge which identifies my development needs accurately <b>(1 mark)</b> and because he knows me, this information is personal and the feedback could be applied straight away to save wasting time. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response  | Max mark | Specific marking instruction for each question  |
|----------|-----|--|----------|---|
| 2.       | (a) | Candidates are expected to explain the impact that social factors could have when carrying out a performance development plan. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or the development of a point of explanation of the impact social factors may have when carrying out a personal development plan.</p> <p><b>0 marks</b> for no explanation of any impacts of the social factors when carrying out a personal development plan.<br/>Must reference the PDP - not just impact on performance.</p> <p>Might link to a PDP that is for another factor but must involve the impact of the <b>social factor</b> on the carrying out of the plan.</p> <p>Examples of possible social factors that impact on carrying out a personal development plan may include:</p> <ul style="list-style-type: none"> <li>• working in isolation - no one providing feedback/support resulting in the performer ending the training session early before targets have been achieved <b>(1 mark)</b></li> <li>• gender issues - there were only two girls in the class who prefer to train together, meaning when one was absent it was difficult for them to find another training partner <b>(1 mark)</b></li> <li>• role model - watching a gymnast perform a front walkover would allow you to see exactly how you would execute the skill and give you something to mimic <b>(1 mark)</b></li> <li>• a partner clapped out the time to help me get my steps refined to fit the rhythm of the dance <b>(1 mark)</b></li> <li>• poor communication meant that when I was doing fast break drills the ball carrier didn't know who to pass to because they hadn't called for the ball so the drill kept breaking down so there was no improvement. <b>(1 mark)</b></li> </ul> |

| Question |  |  | Expected response | Max mark | Specific marking instruction for each question  |
|----------|--|--|-------------------|----------|---|
|          |  |  |                   |          | <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>group dynamics - high levels of cooperating/competing where everyone tries hard and supports each other while completing drills meaning performance steadily improves. <b>(1 mark)</b> This had a knock-on effect on the motivation levels of the team, ensuring that progress is made quickly and effort levels remained high. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response  | Max mark | Specific marking instruction for each question  |
|----------|-----|--|----------|---|
|          | (b) | Candidates are expected to describe approach(es) used to develop social factors. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or development of a point of description of an approach used to develop the social factors.</p> <p><b>0 marks</b> for no description of approach.</p> <p>Examples of description of an approach used to develop the social factor may include:</p> <ul style="list-style-type: none"> <li>• communication drills require a group to actively call for possession while carrying out 3-man weave <b>(1 mark)</b></li> <li>• everyone has to take turns in leading the warm up, directing the general jog and stretching session <b>(1 mark)</b></li> <li>• we had to get from one cone to another, as a team, but not touch the ground <b>(1 mark)</b></li> <li>• a condition on the game was that we could not communicate verbally. <b>(1 mark)</b></li> </ul> <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>• prior to the training session, we sat <b>down</b> as a group and clarified our roles and responsibilities. <b>(1 mark)</b> During the session we worked as specific defenders and attackers. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response   | Max mark | Specific marking instruction for each question  |
|----------|-----|---|----------|---|
| 3.       | (a) | Candidates are expected to analyse method(s) used to record the development of mental factors that impact on performance. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or development of a point of analysis of a method relevant for recording the development of mental factors.</p> <p><b>0 marks</b> for no analysis of a method.</p> <p><b>1 mark</b> for a general comment showing very limited analysis.</p> <p>To access full marks candidates must deconstruct the method(s).</p> <p>Examples of possible methods include:</p> <ul style="list-style-type: none"> <li>• training diary was personal to me allowing me to keep a record of my levels of concentration for comparisons after training (<b>1 mark</b>)</li> <li>• the format of the observation schedule illustrates quantitative data to check for improvements in relation to decisions being made during the performance (<b>1 mark</b>)</li> <li>• the questionnaire contained clear statements which I understood, capturing details for an ongoing record about my concentration throughout the period of the game (<b>1 mark</b>)</li> <li>• the lay out of the diary made it easy for me to access the information so that I could practice without wasting time. (<b>1 mark</b>)</li> </ul> <p>General <b>1 mark</b>:</p> <ul style="list-style-type: none"> <li>• it allowed me to compare my answers before, after and during my PDP, so I can identify my strengths and weaknesses and track changes. (<b>1 mark</b>)</li> </ul> <p>Or any other acceptable response.</p> |

| Question |     | Expected response  | Max mark | Specific marking instruction for each question   |
|----------|-----|--|----------|--|
|          | (b) | Candidates are expected to explain why it is important to review progress at the completion of a development plan for the mental factor. | 4        | <p><b>1 mark</b> can be awarded for each relevant point, or development of a point, of explanation of the effectiveness of a development plan.</p> <p><b>0 marks</b> for no explanation.</p> <p>The response should make reference to some of the following:</p> <ul style="list-style-type: none"> <li>• identify current strengths and development needs in order to begin future planning <b>(1 mark)</b></li> <li>• this allows for measurement of progress to be made and the impact on the whole performance to be identified <b>(1 mark)</b></li> <li>• check if goals have been achieved providing continued motivational effect <b>(1 mark)</b></li> <li>• setting new targets allows for identification of a new focus for performance development. <b>(1 mark)</b></li> </ul> <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>• checking appropriateness of the approaches used so that they can be changed or adapted in subsequent planning <b>(1 mark)</b> this ensure that future training is more effective. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response   | Max mark | Specific marking instruction for each question  |
|----------|-----|---|----------|---|
| 4.       | (a) | Candidates are expected to describe the possible challenge(s) a performer may have to consider when returning to training, practice and/or the full activity. | 8        | <p>1 mark will be awarded for each point, or development of a point of description of possible challenges.</p> <p>0 marks for no description.</p> <p>A maximum of 7 marks can be awarded to a response that refers to only one factor.</p> <p>The scope for candidates to answer is very broad. The candidates could choose to answer about one activity or use examples from a range of activities. The answer does not have to refer specifically to their own performance. They can draw examples from any other relevant practice and/or training or performance scenario. Challenges could be positive and/or negative.</p> <p>Examples of possible description may include:</p> <p><i>Returning to training or practice</i></p> <ul style="list-style-type: none"> <li>deteriorating levels of CRE meant I couldn't participate fully in all aspects of training (1 mark)</li> <li>reversibility in relation to muscle endurance had occurred and so I was fatigued during training (1 mark)</li> <li>consistency of skill level was affected and so I made more mistakes (1 mark)</li> <li>I lost my position in the team and had to train separately which was lonely (1 mark)</li> <li>the performer may experience anxiety in response to certain scenarios within training where they are not fully ready to commit to the practices (1 mark)</li> <li>confidence levels may have changed and there would be a need for practices to begin unpressurised until confidence is re-established. (1 mark)</li> </ul> |

| Question | Expected response | Max mark | Specific marking instruction for each question   |
|----------|-------------------|----------|--|
|          |                   |          | <p><i>Returning to full activity</i></p> <ul style="list-style-type: none"> <li>• I will be slower to the ball and may need to change position within the team <b>(1 mark)</b></li> <li>• fear may take over showing that I am not quite ready for full performance <b>(1 mark)</b></li> <li>• starting the game on the bench as my coach doubts my current readiness <b>(1 mark)</b></li> <li>• I am a bit ‘rusty’ and not familiar with the timing of the dance moves so I may stumble and muck up the performance. <b>(1 mark)</b></li> </ul> <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>• I was so motivated to return to training that I worked as hard as I could at every session. <b>(1 mark)</b> But I have to make sure I don’t train too hard and get injured again. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

| Question |     | Expected response  | Max mark | Specific marking instruction for each question  |
|----------|-----|--|----------|---|
|          | (b) | Candidates are expected to explain what a performer may consider important when planning and carrying out a performance development plan following a period of injury. | 8        | <p><b>A maximum of 7 marks</b> can be awarded to a response that refers only one factor impacting performance. Candidates can access marks for planning and/or carrying out a performance development plan.</p> <p><b>0 marks</b> awarded to for no explanation of the considerations taken when implementing a performance development plan.<br/>Must show a link to consideration of the injury.</p> <p>Examples of responses:</p> <p><i>I would consider</i></p> <ul style="list-style-type: none"> <li>• re-testing my levels of ability so that new targets can be established to allow my training to be prioritised to suit my needs <b>(1 mark)</b></li> <li>• the effects of reversibility meaning I would need to reset my starting levels in order to avoid injury or recurrence of an injury <b>(1 mark)</b></li> <li>• the intensity of training having to be adapted to appropriate levels so that I do not suffer from any undue fatigue or burn out <b>(1 mark)</b></li> <li>• the frequency of training being modified to suit needs of performer in order that sufficient rest time is available for muscle repair <b>(1 mark)</b></li> <li>• reducing pressure of practice drills so that I could experience success and maintain motivation and confidence levels <b>(1 mark)</b></li> <li>• walking/talking through drills to allow me to re-establish my role within the team. <b>(1 mark)</b></li> </ul> <p>Example of possible <b>2 marks</b> response could include:</p> <ul style="list-style-type: none"> <li>• building in praise to assist motivation meaning that I would be more confident to try shots in more pressured situations. <b>(1 mark)</b> This would also demonstrate to the coach that I am ready to return to the game. <b>(1 mark)</b></li> </ul> <p><b>Or any other acceptable response.</b></p> |

[END OF MARKING INSTRUCTIONS]