



National  
Qualifications  
RESOURCE

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**X856/76/11**

**Physical Education**

## **Marking Instructions**

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Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



## 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 *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.
- (e) 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.
- (f) 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).
- (g) For *evaluate* questions candidates must make points that make a judgement based on criteria and determine the value of something.
- (h) 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.
- (i) 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 <b>one</b> method used to collect information on mental factors.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> <li>• where the method was carried out</li> <li>• when the method was carried out</li> <li>• who was involved in using the method</li> <li>• the equipment used for the method.</li> </ul> <p>For full marks candidates should make <b>two</b> points of description about <b>one</b> method used to collect information on mental factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description in relation to one method used to collect information on mental 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 mental factors.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• a concentration checklist is a monitoring sheet that contains a table with 10 minute time scales from 0-10 up to 80-90 minutes (<b>1 mark</b>)</li> <li>• SCAT is carried out on a computer where I answer each statement by selecting rarely, sometimes or often. (<b>1 mark</b>) I completed this on my own in the classroom when there was no one distracting me. (<b>1 mark</b>)</li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
	<p>(ii) Candidates should describe the features or characteristics of a <b>different</b> method used to collect information on mental factors.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> <li>• where the method was carried out</li> <li>• when the method was carried out</li> <li>• who was involved in using the method</li> <li>• the equipment used for the method.</li> </ul> <p>For full marks candidates should make <b>two</b> points of description about a <b>different</b> method used to collect information on mental factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description in relation to a <b>different</b> method used to collect information on mental factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a <b>different</b> method used to collect information on mental factors.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• after a game I completed the self-reflection questionnaire, noting how much I felt I had remained focused in each quarter of the match <b>(1 mark)</b></li> <li>• prior to the performance my coach reminded me to maintain motivation even if we lost an early goal. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain the suitability of <b>one</b> method chosen in part (a) for collecting information on mental factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why the method chosen is suitable for collecting information on mental factors.</p> <p>Candidates may explain content relating to more than one mental factor.</p> <p>For full marks candidates should make <b>four</b> points of explanation in relation to the appropriateness of <b>one</b> method chosen in part (a) for collecting information on mental factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to the appropriateness of <b>one</b> method chosen in part (a) for collecting information on mental factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the appropriateness of <b>one</b> method chosen in part (a) for collecting information on mental factors.</p>	4	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>the checklist let me see when in a game my concentration began to drop. This meant I could see if it followed periods of intense running which would indicate I needed to work on my stamina as well as my mental factor in my PDP <b>(1 mark)</b></li> <li>the SCAT test is widely recognised as being a good measure of cognitive anxiety so there are norms available which would then motivate me to set and work towards appropriate targets for my performance development <b>(1 mark)</b></li> <li>the self-reflection questionnaire asked me 4 brief questions about my focus in each quarter of the game where I could tick or cross whether I had been aware of how focused I was in defence and attack. This gave me an accurate record of my focus throughout the game from the first to the last quarter and this would show me the differences in my ability to stay focused in attack and defence. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<p>Candidates should describe the features or characteristics of <b>one</b> approach to develop emotional factors.</p> <p>Candidates may describe content relating to more than one emotional factor.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> <li>the context of where the approach is carried out or how the approach is used</li> <li>when the approach is carried out</li> <li>the equipment used to carry out the approach</li> <li>who is involved in the approach.</li> </ul> <p>For full marks candidates should make <b>four</b> points of description about <b>one</b> approach used to develop emotional factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description in relation to <b>one</b> approach used to develop emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of <b>one</b> approach used to develop emotional factors.</p>	4	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>Self-Talk (3R's) takes place in the performers head before or during a performance or performance development <b>(1 mark)</b></li> <li>the first stage is to 'recognise' triggers that may affect emotions negatively or result in losing control of emotion <b>(1 mark)</b></li> <li>the second stage is to 'regroup' by taking a moment to get perspective of the situation and the potential consequences of how you choose to react <b>(1 mark)</b></li> <li>the final stage is to 'refocus' on the task at hand to maintain composure when faced with potential triggers <b>(1 mark)</b></li> <li>a performer would take 5 deep breaths after each point in badminton. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain why the approach described in part (a) is appropriate to develop emotional factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why that makes the approach appropriate.</p> <p>For full marks candidates should make <b>four</b> points of explanation in relation to why the approach is appropriate.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation why the approach is appropriate to develop emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why the approach is appropriate to develop emotional factors.</p>	4	<p><b>Examples of acceptable explanations</b></p> <ul style="list-style-type: none"> <li>• Self-Talk (3R's) is appropriate because it is specifically for the emotional factor. The 3 stage process (3R's) helps performers become more aware of their emotions and what triggers them. This allows them to take preventative steps to avoid potential triggers that may negatively affect performance <b>(1 mark)</b></li> <li>• . . . this also means that performers can use this approach to strengthen their control of emotions as it gets them to think more about the consequences of their actions, making them less likely to react negatively <b>(1 mark)</b></li> <li>• . . . is also very practical. There is no equipment or set up required as the approach takes place inside the performer's head. This means the performer is more likely to engage with it as it is easy to use <b>(1 mark)</b></li> <li>• . . . as it takes place inside the performer's head this makes it more personal. This means the approach is more likely to be relatable to the performer which will maximise their progress whilst using it. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
3.	<p>Candidates should give <b>two</b> points of explanation about the ways the performance development process can be negatively impacted by physical factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why that makes the approach appropriate.</p> <p>Candidates may explain content relating to more than one physical factor.</p> <p>Candidates could explain the effect physical factors has on</p> <ul style="list-style-type: none"> <li>• how an approach is carried out</li> <li>• the quality of performance in training/performance development</li> <li>• the performer's progress</li> <li>• training partners or others involved in performance development.</li> </ul> <p>For full marks candidates should give <b>two</b> developed points of explanation of the ways the performance development process can be negatively impacted by physical factors.</p>	4	<p><b>Examples of acceptable explanations</b></p> <ul style="list-style-type: none"> <li>• if a feeder is unable to feed accurately in a partner feed drill in volleyball the performer will find it challenging to work on their volley as the feeds will either be unreachable or difficult to get to <b>(1 mark)</b></li> <li>• poor CRE can affect the team's attacking practice in basketball. If a performer is unable to continually make runs as time goes on at the same intensity as the rest of the team, the quality of practice will suffer, and the team can't practice their attacking strategy <b>(1 mark)</b></li> <li>• in badminton, if my agility is poor, I won't reach all the shuttles in the multi-feed pressure drill. This will likely result in me trying less because I keep missing or just give up. <b>(1 mark)</b></li> </ul> <p><b>Example of a developed 2 mark response</b></p> <p>A performer might have a very basic skill repertoire. This limits the complexity of approaches they can use when planning their PDP meaning they will require a lot of resilience to continue to carry out basic approaches in practice. <b>(1 mark)</b> This can also impact the performer's progress when working with others in training. If the rest of the class are more advanced, then the performer could become frustrated or embarrassed at the difference in skill level and give up. <b>(1 mark)</b></p>

Question	Expected response(s)	Max mark	Additional guidance
	<p>Award <b>2 marks</b> for each developed point of explanation of the ways the performance development process can be negatively impacted by physical factors.</p> <p>Award <b>1 mark</b> for each basic point of explanation of the ways the performance development process can be negatively impacted by physical factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the ways the performance development process can be negatively impacted by physical factors.</p> <p><b>2/2 split allocation of marks.</b></p>		

Question		Expected response(s)	Max mark	Additional guidance
4.	(a)	<p>Candidates should analyse the impact of physical factors on an individual, team or group performance for mental 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 full marks candidates should make <b>two</b> points of analysis about the impact of physical factors on the mental factors during a performance.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of physical factors on the mental factors during a performance.</p> <p>Award <b>0 marks</b> if candidates do not analyse the impact of physical factors on the mental factors during a performance.</p>	2	<p><b>Examples of acceptable analytical points</b></p> <p>Impact of physical factor (creativity) on mental factor (concentration)</p> <ul style="list-style-type: none"> <li>• in handball, if the other team are very creative in attack it negatively affects our concentration. This confuses our defence as there's too many moving parts in their attack to focus on. As a result, we hesitated when marking and moved out of position leaving gaps to be exploited by the opposition. <b>(1 mark)</b></li> </ul> <p>Impact of physical factor (tempo) on mental factor (motivation)</p> <ul style="list-style-type: none"> <li>• I performed the initial parts of my dance sequence with perfect tempo – which made me really motivated to maintain this high standard for my live performance. This meant for the remainder of the performance I put everything into each move, really extending out of leaps and keeping my technique tidy to achieve a high score. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should analyse the impact of physical factors on an individual or team/group performance for emotional 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 full marks candidates should make <b>two</b> points of analysis about the impact of physical factors on the emotional factors during a performance.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of physical factors on the emotional factors during a performance.</p> <p>Award <b>0 marks</b> if candidates do not analyse the impact of physical factors on the emotional factors during a performance.</p>	2	<p><b>Examples of acceptable analytical points</b></p> <p>Impact of physical factor (strength) on emotional factor (anger)</p> <ul style="list-style-type: none"> <li>• if the opposition defenders are very strong, this can be very frustrating for attackers in rugby. Getting repeatedly knocked backwards in the tackle caused our players to get very angry at never breaking through the defence. This meant we lost our composure and conceded multiple penalties due to poor discipline. <b>(1 mark)</b></li> </ul> <p>Impact of physical factor (consistency) on emotional factor (trust)</p> <ul style="list-style-type: none"> <li>• if our fielders' throwing in softball is always very consistent, it improves the basemen's trust. Trusting that the fielders' throws will reach them allows them to remain in position and gets the ball to the base quicker – which increases the chance of getting the opposition out when they catch the ball. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(c)	<p>Candidates should analyse the impact of physical factors on an individual or team/group performance for social 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 full marks candidates should make <b>two</b> points of analysis about the impact of physical factors on the social factors during a performance.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of physical factors on the social factors during a performance.</p> <p>Award <b>0 marks</b> if candidates do not analyse the impact of physical factors on the social factors during a performance.</p>	2	<p><b>Examples of acceptable analytical points</b></p> <p>Impact of physical factor (accuracy) on social factor (team dynamic)</p> <ul style="list-style-type: none"> <li>• in volleyball, if our setter has really good accuracy it improves our team work in attack. If the sets are always placed into the right position, it boosts team dynamic between the setter and hitters. This allows the hitters to attack the net knowing what to expect and receive an accurate set. <b>(1 mark)</b></li> </ul> <p><b>Example of a developed 2 mark response</b></p> <p>Impact of physical factor (CRE) on social factor (contributing to team)</p> <ul style="list-style-type: none"> <li>• if our football team has a high level of CRE then everyone will be able to contribute throughout the performance. This means that as a team we can be more active in defence by adopting a high press without tiring, which will deny the opposition space and increase our chances of winning possession. <b>(1 mark)</b> This also allows us to fulfil our marking responsibilities when under pressure towards the end of the game which reduces the attacking options allowing us to build a quick counterattack when we gain possession. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
5.	(a)	<p>Candidates should describe the features or characteristics of <b>one</b> method to monitor the development of social factors.</p> <p>For full marks candidates should make <b>two</b> points of description about <b>one</b> method used to monitor the development of social factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about <b>one</b> method used to monitor the development of social factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of <b>one</b> method used to monitor the development of social factors.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• the diary has spaces for me to record every date and time of my training sessions <b>(1 mark)</b></li> <li>• I compare training diary entries at the beginning, middle and end of the PDP, about my relationships with team-mates <b>(1 mark)</b></li> <li>• I recorded my coach feedback about good communication within the conditioned game as soon as I finished each session <b>(1 mark)</b></li> <li>• at the end of each game, we reflected on the knowledge of our results, looking at our statistics of attacking and defending roles. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain the purpose of the on-going process of monitoring social factors throughout performance development.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the purpose of the on-going process of monitoring social factors throughout performance development.</p> <p>For full marks candidates should give <b>four</b> points of explanation on the purpose of the on-going process of monitoring social factors throughout performance development.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation on the purpose of the on-going process of monitoring social factors throughout performance development.</p> <p>Award <b>0 marks</b> if candidates do not explain the purpose of the on-going process of monitoring social factors throughout performance development.</p>	4	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>• monitoring social factors helps with motivation. If monitoring shows improved co-operation/competing, then this inspires you to continue training or try even harder to get further improvements <b>(1 mark)</b></li> <li>• without monitoring, performers could be unaware for long periods of time if their team talks, and team runs were working. Monitoring approaches gives performers a regular update which provides reassurance to continue using their approaches <b>(1 mark)</b></li> <li>• monitoring can help quantify progress being made. Whilst developing social factors you don't really know how much (if any) progress you are making unless you have a means to monitor. Monitoring will help measure this enabling you to accurately track progress towards targets <b>(1 mark)</b></li> <li>• consistent and accurate monitoring will identify if progress is being positively or negatively affected by the team/coach/approach(es)/or any other potential issue. This allows the performer to identify which parts of their social development plan require changes/adaptations to maximise progress. <b>(1 mark)</b></li> </ul> <p><b>Example of a developed 2 mark response</b></p> <ul style="list-style-type: none"> <li>• assists with forward planning. Monitoring team building exercises could show how you feel afterwards and/or progress made. You can take this information into account when planning future sessions to make them as beneficial as possible. <b>(1 mark)</b> For example, if monitoring showed that we enjoyed 'blind obstacle courses' but 'human knot' wasn't possible this year because of physical distancing rules, then when planning sessions for next week we would include more of the exercises we enjoyed and leave out the ones we couldn't do. <b>(1 mark)</b></li> </ul> <p>If candidate makes a generic point about the purpose of on-going monitoring, with no reference to the social factor, they can only access <b>2</b> of the <b>4 marks</b>.</p>

SECTION 2

Question		Expected response(s)	Max mark	Additional guidance
6.	(a)	<p>Candidates should describe the features or characteristics of their strengths identified at the start of their PDP.</p> <p>For full marks candidates should make <b>two</b> points of description about strengths identified at the start of their PDP.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about strengths identified at the start of their PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of strengths identified at the start of their PDP.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• a physical strength in my performance is my timing. I am able to swing the tennis racket at the correct time to hit the ball exactly in the middle of the racket <b>(1 mark)</b></li> <li>• a mental strength in my performance is my concentration. I am able to stay focused on where my opponent is moving, tracking their run <b>(1 mark)</b></li> <li>• a social strength in my performance is my role in my team. I know exactly where I should stand in our zone defence to stop any forwards driving down the post <b>(1 mark)</b></li> <li>• an emotional strength in my performance is controlling my anger. Even when I am kicked or shouted at by the opposition, I don't let it distract me. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should make judgements about the impact of maintaining strengths on their performance.</p> <p>Candidates must back up their judgements with evidence which substantiates their evaluation.</p> <p>For full marks candidates should make <b>two</b> evaluative points about the impact on performance of maintaining strengths.</p> <p>Award <b>1 mark</b> for each point of evaluation or development of a point of evaluation about the impact on performance of maintaining strengths.</p> <p>Award <b>0 marks</b> if candidates do not provide an evaluation about the impact on performance of maintaining strengths.</p>	2	<p><b>Examples of acceptable evaluative points</b></p> <ul style="list-style-type: none"> <li>• as a result of maintaining my accuracy in the drop shot, I was still able to play the shot close to the net and into the corner. This meant the shuttle fell quickly into the corner away from my opponent, resulting in less time for my opponent to react and therefore not reach the shuttle, meaning I won the point <b>(1 mark)</b></li> <li>• concentration was a strength of mine. By maintaining this strength, it had a positive impact on my performance. Throughout long periods of play in a match I was less distracted by the crowd or other performers. I kept a close watch on my opponent movements and successfully denied them space, stopping the other team from keeping possession <b>(1 mark)</b></li> <li>• as a result of maintaining control of my anger it meant that when I made a couple of silly mistakes, I did not get frustrated. However, because I was concentrating on staying calm so much, I forgot to mark my opponent who was able to exploit the space and score an unopposed layup <b>(1 mark)</b></li> <li>• by making sure I maintain my strengths they won't 'drop off' while I am working on my weaknesses, I will stay confident that areas of my game which were not problems would still be effective when I need to use them in my game. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
7.	(a)	<p>Candidates should explain why their PDP was extended and/or reprioritised.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why their PDP was extended and/or reprioritised.</p> <p>For full marks candidates should give <b>two</b> points of explanation about why their PDP was extended and/or reprioritised.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about why their PDP was extended and/or reprioritised.</p> <p>Award <b>0 marks</b> if candidates do not explain why their PDP was extended or reprioritised.</p>	2	<p><b>Examples of acceptable explanatory points</b></p> <ul style="list-style-type: none"> <li>my PDP highlights that the weakness has not improved as much as expected. As a result, it is still a weakness. Therefore, the PDP would be continued for that factor. For example, my SCAT test score had remained the exact same after 4 sessions of mental imagery so I decided to do a further 3 sessions before checking again <b>(1 mark)</b></li> <li>my PDP highlights that the weakness has improved as planned and my goals have been met. As a result, it is now time to set a new goal or target on a different factor that is a weakness. For example, I am now scoring consistently 8/10 free throws, so I am now going to work on my stamina and set a new goal for this. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should describe the features or characteristics of <b>two</b> changes they made when extending and/or reprioritising their PDP.</p> <p>For full marks candidates should make <b>two</b> points of description about changes they made when extending and/or reprioritising their PDP.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about changes they made when extending and/or reprioritising their PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of changes they made when extending and/or reprioritising their PDP.</p>	2	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• I increased the number of sessions per week from 2 to 3 <b>(1 mark)</b></li> <li>• I increased the time of the session from 30 minutes to 40 minutes <b>(1 mark)</b></li> <li>• I added in more game like approaches instead of feeder practise <b>(1 mark)</b></li> <li>• I did an extra team building session per week <b>(1 mark)</b></li> <li>• I recorded my mental imagery script so I could listen to it, not read it. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(c)	<p>Candidates should describe the features or characteristics of their next performance development goal for <b>two</b> different factors.</p> <p>For full marks candidates should make <b>one</b> point of description about their next performance development goal for each factor.</p> <p>Award <b>1 mark</b> for each point of description about their next performance development goal.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of their next performance development goal.</p>	<b>2</b>	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>• my goal is now to increase my score in the standing long jump by 6 cm (<b>1 mark</b>)</li> <li>• my goal is now to not give up immediately when we do not have a positive start in a competitive match (<b>1 mark</b>)</li> <li>• my goal is to create a bond with the 2 new players who have joined our team (<b>1 mark</b>)</li> <li>• my goal is to improve my score by 20% in the Emotional Intelligence Test. (<b>1 mark</b>)</li> </ul>

SECTION 3

Question		Expected response(s)	Max mark	Additional guidance
8.	(a)	<p>Candidates should analyse the impact of different types of feedback on the development of the physical factor for the performer.</p> <p>The candidate is expected to look at the data given in the graph and analyse the impact of different types of feedback on the development of the physical factor for the performer.</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 <b>four</b> points of analysis about the impact of different types of feedback on the development of the physical factor for the performer.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of different types of feedback on the development of the physical factor for the performer.</p> <p>Award <b>0 marks</b> if candidates do not analyse the impact of different types of feedback on the development of the physical factor for the performer.</p>	4	<p><b>Examples of acceptable analytical points</b></p> <ul style="list-style-type: none"> <li>• weeks 6–8 the performance is at its highest level. The graph illustrates performance has hit a plateau. This points to the verbal feedback given being positive and motivational but perhaps not containing any useful feedback. This means that the performance does not improve, and performance level stays the same <b>(1 mark)</b></li> <li>• the verbal feedback is delivered each week up to week 3 and we can see a steady improvement in performance levels while this is being given. This suggests that the performer is getting advice from someone who is able to tell them what to do to keep improving <b>(1 mark)</b></li> <li>• it also proves that the performer understands what they are being asked to do illustrated by an increase in performance levels from the beginning to week 1 and at weeks 2 and 3 <b>(1 mark)</b></li> <li>• however, after verbal feedback at week 3, performance drops significantly suggesting that the feedback was not accurate or understood by the performer resulting in them falling to the lowest performance level during the PDP. <b>(1 mark)</b></li> </ul> <p>If candidates do not refer to the information in the graph, they cannot access any marks.</p>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should describe the characteristics or features of the approaches this performer could use to develop their <b>mental</b> factors at week 4.</p> <p>The candidate is expected to look at the graph and describe the approaches this performer could use to develop their mental factors at Week 4.</p> <p>For full marks candidates should make <b>four</b> points of description about approaches this performer could use to develop their mental factors at week 4.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about approaches this performer could use to develop their mental factors at week 4.</p> <p>Award <b>0 marks</b> if candidates do not describe features or characteristics of approaches this performer could use to develop their mental factors at week 4.</p>	4	<p><b>Examples of acceptable descriptive points</b></p> <ul style="list-style-type: none"> <li>the performer could use positive self-talk by shutting out any negative thoughts they heard while getting feedback from the coach (<b>1 mark</b>)</li> <li>they would start by saying a trigger word of encouragement to themselves as they finished the session to remind themselves of the positive things they had completed while training (<b>1 mark</b>)</li> <li>the performer could use mindfulness training and to focus their thoughts back to the things they had to move onto next to start improving the performance (<b>1 mark</b>)</li> <li>the 'park it' approach could be used where the performer makes a conscious decision to 'park' the mistakes they might have made and to find positives to encourage themselves to keep trying to get better. (<b>1 mark</b>)</li> </ul> <p>Candidates could refer to one or more approaches when answering this question.</p>

[END OF MARKING INSTRUCTIONS]