



National  
Qualifications  
2022

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**2022 Physical Education**

**Higher**

**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 *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)	<p>Candidates should describe the features or characteristics of one method used to collect information on social factors.</p> <p>For <b>full marks</b> candidates should make four points of description about one method used to collect information on social 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 social 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 social factors.</p>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I completed the process by myself in different parts of the game’s hall <b>(1 mark)</b></li> <li>• each of the sections were split into 10 segments and we shaded in the number of sections based on our evaluation <b>(1 mark)</b></li> <li>• the performance profile wheel resembles a dartboard with 4 different sections relating to the social factors <b>(1 mark)</b></li> <li>• the social questionnaire had 10 questions, e.g. ‘Do you communicate with team mates?’ <b>(1 mark)</b></li> <li>• once you have completed the questionnaire you tally up your score. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain the possible challenges when using the method described in 1(a).</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain possible challenges when using the method described in 1(a).</p> <p>For <b>full marks</b> candidates should make four points of explanation in relation to the possible challenges when using the method described in 1(a).</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to possible challenges when using the method described in 1(a).</p> <p>Award <b>0 marks</b> if candidates do not explain the possible challenges when using the method described in 1(a).</p>	4	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• I didn't understand the questions meaning that I left a lot of them blank. This left me with inaccurate results <b>(1 mark)</b></li> <li>• as there are 15 players in my squad it may be difficult to give everyone an equal amount of time to have their say in the team feedback. This could result in some players feeling their views have not been considered <b>(1mark)</b></li> <li>• using the method at the side of the pitch was difficult as people got cold quite quickly and so were not keen to hang around listening to others or to give their own views <b>(1 mark)</b></li> <li>• completing the profile wheel on my own was difficult to organise as I had to make sure I had different highlighter pens with me to shade the different boxes. This resulted in me using getting confused as I lost track of what the different colours meant and my results were less reliable <b>(1 mark)</b></li> <li>• when I completed the profile wheel I could be dishonest. For example, I didn't want to look bad in front of my class so I made up my scores making my results less reliable. <b>(1 mark)</b>. These false scores meant that the wrong strengths and weaknesses were identified and therefore I set wrong targets. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<p>Candidates should explain why specificity should be considered when producing a Personal Development Plan for physical factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why specificity should be considered when producing a Personal Development Plan for physical factors.</p> <p>For <b>full marks</b> candidates should make one point of explanation in relation to why specificity should be considered when producing a Personal Development Plan for physical factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why specificity should be considered when producing a Personal Development Plan for physical factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• when planning a PDP you should consider making sure the approaches you choose are specific to your development need. For example, fartlek training is a recommended way to improve CRE. This ensures that you will make improvements quickly and reach your targets as planned <b>(1 mark)</b></li> <li>• your training needs to be specific to the activity and role you play for your team for example a Goal Shooter in netball would do more shooting. This makes sure you work on the kinds of skills required for the things you need to do while playing ensuring you can fulfil your duties during the game <b>(1 mark)</b></li> <li>• if I do not consider the specific stage of learning I am at when trying to improve my backhand clear, I may attempt drills which are too advanced which will cause me to make loads of mistakes and so I do not improve my weakness <b>(1 mark)</b></li> <li>• when creating a personal development plan, it should be specific to what my weaknesses are. This would ensure I am not wasting time working on things I'm already good at – helping improve my overall performance <b>(1 mark)</b></li> <li>• if my programme isn't specific to my ability it may become too difficult. This means I can become demotivated as the goals that are set are unrealistic. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should explain why time allocation should be considered when producing a Personal Development Plan for physical factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why time allocation should be considered when producing a Personal Development Plan for physical factors.</p> <p>For <b>full marks</b> candidates should make one point of explanation in relation to why time allocation should be considered when producing a Personal Development Plan for physical factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why time allocation should be considered when producing a Personal Development Plan for physical factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• you must consider the overall length of your PDP so that you have time to improve. For example, when developing strength through weight training it takes weeks to see improvement. Therefore, you should plan to train for at least 6-8 weeks before expecting to see results <b>(1 mark)</b></li> <li>• you need to keep in mind the time you have available to complete the PDP. This will allow you to plan training sessions as well as rest days to make sure you recover between sessions and avoid injury <b>(1 mark)</b></li> <li>• the duration of a session is an important consideration when developing speed. As pure speed requires maximum effort I need to have rested sufficiently between my sprint repetitions so that I am able to give near maximum effort in order to improve my speed <b>(1 mark)</b></li> <li>• the performer needs to know how long they have to complete their PDP. This allows them to set realistic goals such as increasing their Cooper Test result from 2400m to 2800m in 6 weeks. This gives enough time to make improvements. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
3.	<p>Candidates should evaluate two approaches used to develop physical factors.</p> <p>Candidates must back up their judgements with evidence which substantiates their evaluations.</p> <p>For <b>full marks</b> candidates should make six evaluative points about two approaches used to develop physical factors.</p> <p>Award <b>1 mark</b> for each point of evaluation or development of a point of evaluation about two approaches used to develop physical factors.</p> <p>Award <b>0 marks</b> if candidates do not provide an evaluation of two approaches used to develop physical factors.</p>	6	<p><b>Examples of acceptable evaluative points:</b></p> <ul style="list-style-type: none"> <li>the benefit of fartlek training is that it does not need a lot of equipment to set up, as you can use a pitch lines to mark out the different sections you train at, therefore little time is wasted setting up, this maximises training time, giving the performer more time to improve <b>(1 mark)</b></li> <li>one limitation of continuous training is that doing the same actions for a long time can become boring which leads to a decrease in motivation and effort levels and my CRE may not improve as much as it could. <b>(1 mark)</b> It would also mean my commitment to actually completing my training programme will be reduced and I might give up trying to improve my weakness altogether <b>(1 development mark)</b></li> <li>repetition drills require me to repeat the same action over and over and it becomes engrained and part of my muscle memory. This is helpful because I can then perform it automatically which allows me to focus on other things within the game such as tactics <b>(1 mark)</b></li> <li>shadow practice was less effective as it was not adaptable. Because there is no equipment used there is not much the performer can do to adapt this approach to make it harder. This meant the performer becomes demotivated to do this approach and does not enjoy it <b>(1 mark)</b></li> <li>interval training is effective because there are rest periods when I can speak to my teammates which makes the training more enjoyable and maintains my high level of motivation, improving my CRE. <b>(1 mark)</b> However, interval training is ineffective at improving my skills as it does not involve training with a ball and while it is effective at improving my CRE, my skill level could drop. <b>(1 development mark)</b></li> </ul> <p>It is acceptable to award the candidate up to <b>4 marks</b> for the evaluation of one approach.</p>

Question		Expected response(s)	Max mark	Additional guidance
4.	(a)	<p>Candidates must identify one method used to monitor mental factors whilst carrying out a PDP.</p> <p>Award <b>1 mark</b> for the identification of one method used to monitor mental factors.</p> <p>Award <b>0 marks</b> if the candidate does not identify a method used to monitor mental factors.</p>	<b>1</b>	<p><b>Examples of acceptable methods:</b></p> <ul style="list-style-type: none"> <li>• training diary</li> <li>• phone app</li> <li>• daily profile record</li> <li>• transcript of coach feedback for each session</li> <li>• videos of each session</li> <li>• audio recording of training session.</li> </ul> <p>Retesting is not an acceptable method to monitor mental factors. However, retesting throughout the training is acceptable.</p>
	(b)	<p>Candidates should describe the features or characteristics of the monitoring process when using the method identified in 4(a).</p> <p>For <b>full marks</b> candidates should make three points of description about the monitoring process when using the method identified in 4(a).</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the monitoring process when using the method identified in 4(a).</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of the monitoring process when using the method identified in 4(a).</p>	<b>3</b>	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I completed a training diary after every session (<b>1 mark</b>)</li> <li>• I wrote down details of how long I used my visualisation approach each session (<b>1 mark</b>)</li> <li>• I wrote down my thoughts and feelings of how I felt the session went (<b>1 mark</b>)</li> <li>• the teacher can watch us perform and then give us feedback on whether we are improving or not (<b>1 mark</b>)</li> <li>• after re-testing I compared my results each day to see if I had made improvements (<b>1 mark</b>)</li> <li>• I considered what I was going to do in my next session and took a note of this in my diary (<b>1 mark</b>)</li> <li>• in my self-reflection sheet I tried to make a judgement and note how well the session had gone. (<b>1 mark</b>)</li> </ul> <p>If the candidate only describes a method of gathering data, with no mention of the on-going nature, they can only access <b>1</b> of the <b>3 marks</b> available.</p> <p>If the candidate does not identify an appropriate method in part (a) they can still access marks for a description of the monitoring process.</p>

Question	Expected response(s)	Max mark	Additional guidance
(c)	<p>Candidates should explain the appropriateness of the method identified in part 4(a) to monitor the development of mental factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why the method is appropriate to monitor the development of mental factors.</p> <p>For <b>full marks</b> candidates should make four points of explanation in relation to the appropriateness of the method identified in part 4(a) to monitor the development of 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 the method identified in part 4(a) to monitor the development of mental factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the appropriateness of the method identified in part 4(a) to monitor the development of mental factors.</p>	4	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• training diary is an appropriate method to use as it is easy to understand the process. This means that most performers will have no trouble filling it in because the lay out is simple, so you are less likely to make a mistake giving you reliable results <b>(1 mark)</b></li> <li>• an advantage of teacher feedback is that it is unbiased. The teacher will be honest about the feedback you receive and this can help you improve as the feedback is accurate <b>(1 mark)</b></li> <li>• the diary is appropriate because it is a format I am familiar with and so don't need to waste time trying to work out what I have to do. This means I can make use of my training time for actual training and not doing paperwork <b>(1 mark)</b></li> <li>• the lay out of the diary lets me look back easily to earlier sessions and see the progress I've made giving me the motivation to continue working hard in training <b>(1 mark)</b></li> <li>• the daily profile record gives a quick picture of where I am in terms of the goals I've set and so I can see easily if I need to reset the length of time I am training so that I will carry on seeing improvement in my concentration levels <b>(1 mark)</b></li> <li>• it is important to monitor because it allows you to check if you have made improvements this then lets you make adjustments to training so you can continue to challenge yourself. <b>(1 generic mark)</b></li> </ul> <p>If the candidate only gives generic responses related to the appropriateness of the monitoring process, with no reference to the method identified in (a), they can only access <b>2</b> of the <b>4 marks</b> available.</p>

Question		Expected response(s)	Max mark	Additional guidance
5.	(a)	<p>Candidates should explain why the performance development process can be impacted negatively by emotional factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why the performance development process can be impacted negatively by emotional factors.</p> <p>Candidates could explain:</p> <ul style="list-style-type: none"> <li>lose confidence – training partner is new and unfamiliar</li> <li>fear of making mistakes – leading to embarrassment in front of others</li> <li>anger and frustration – others are not trying as hard.</li> </ul> <p>For <b>full marks</b> candidates should make two points of explanation in relation to why the performance development process can be impacted negatively by emotional factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to why the performance development process can be impacted negatively by emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why the performance development process can be impacted negatively by emotional factors.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>when training, my confidence can let me down when I'm learning a new skill leading to me hesitating trying the skill, meaning I can't add new complex high scoring skills into my sequence to get better marks <b>(1 mark)</b></li> <li>fear of getting hurt when trying a difficult move in gymnastics means I lose self-belief in all of my skills resulting in the whole floor routine lacking height and style <b>(1 mark)</b></li> <li>being anxious about running out at a penalty corner practice means I am slow to reach the striker taking the shot and she is allowed to have an uncontested successful strike on target <b>(1 mark)</b></li> <li>in practice sessions my partner was late in throwing in the mat which was to cushion my landing from the somersault. This meant I did not feel confident attempting the skill when it was my turn on the bed <b>(1 mark)</b></li> <li>during the conditioned game no one passed to me and I ended up feeling sad, this meant I didn't want to try and gave up and I didn't improve my skill level as much as I could have <b>(1 mark)</b></li> <li>if the performer becomes angry at the lack of progress they have made, they may stop working as hard, this means that their progress may begin to plateau or decline further. <b>(1 mark)</b></li> </ul> <p>It is acceptable for candidates to explain the impact of an emotional factor within 'a game' if there is reference to this 'game' being part of training or Performance Development Plan.</p>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should explain why the performance development process can be impacted positively by emotional factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why the performance development process can be impacted positively by emotional factors.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to why the performance development process can be impacted positively by emotional factors.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to why the performance development process can be impacted positively by emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain why the performance development process can be impacted positively by emotional factors.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• If a performer is happy when going to training they will have fun and work harder during their session meaning they are pushing themselves and others, this results in them developing and getting better quicker <b>(1 mark)</b></li> <li>• by being able to control my frustration when working through the target drills in tennis I eventually began to get technique right and so went onto return the ball more regularly into the target area marked out on the court <b>(1 mark)</b></li> <li>• my frustration made me try even harder to get the spike on target in training as I could see the catchers were finding it harder to control my attempts meaning they were more powerful and accurate <b>(1 mark)</b></li> <li>• I am happy and positive about training with my group and so I give 100% meaning that the overall performance begins to improve. <b>(1 mark)</b> This means when we go into a real game everyone cooperates well as we have all worked together successfully in training <b>(1 mark)</b></li> <li>• If the team is happy morale will be high, this would lead to people working hard which boosts spirits, leading to the group improving and getting closer to achieving goals. <b>(1 mark)</b></li> </ul> <p>It is acceptable for candidates to explain the impact of an emotional factor within 'a game' if there is reference to this 'game' being part of training or Performance Development Plan.</p>

Question		Expected response(s)	Max mark	Additional guidance
6.	(a)	<p>Candidates should describe the features or characteristics of two possible future performance development goals for emotional factors.</p> <p>For <b>full marks</b> candidates should make two points of description about two possible future performance development goals for emotional factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about two possible future performance development goals for emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of possible future performance development goals for emotional factors.</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• my next goal is to be positive before we start training by believing I can complete my somersault <b>(1 mark)</b></li> <li>• my target was now to control my panic and carry on if I made a mistake when practicing my sequence <b>(1 mark)</b></li> <li>• in future I want to reduce my fear when going in for a tackle in Rugby and commit fully to it <b>(1 mark)</b></li> <li>• to improve my control of my anger and frustration in the next game or training session <b>(1 mark)</b></li> <li>• be in full control of my temper and have less than two bookings by the end of the hockey season. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates should explain the reasons why the goals described in 6(a) were set.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the reasons why the goals described in 6(a) were set.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the reasons why the goals described in 6(a) were set.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to the reasons why the goals described in 6(a) were set.</p> <p>Award <b>0 marks</b> if candidates do not explain the reasons why the goals described in 6(a) were set.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• I needed to keep control of my angry outbursts during a game which often got me sent off meaning my team had to play under pressure with a man down for the dying minutes of a game when we were winning <b>(1 mark)</b></li> <li>• my routine of pacing the side of the court before play starts makes me more nervous and affects some of my team mates too by putting them off their warm-up. This results in more than just me in the team being slow to settle so we lose points quickly in the first few rallies of the game <b>(1 mark)</b></li> <li>• the goals were specific to my role in the team where I had to be confident running out at a short corner. This meant I could get a tackle in before the striker took the shot <b>(1 mark)</b></li> <li>• since I still needed to improve my management of anger from my last PDP, I needed to continue to work on this area of my performance so that I did not let my team down by being sent off <b>(1 mark)</b></li> <li>• it is important to set goals as it gives you something to aim for. This makes you work harder during training so that you can improve quicker <b>(1 mark generic response)</b></li> <li>• If I am able to manage my emotions, it means I can calm down my teammates and help them think positively rather than negatively <b>(1 mark)</b></li> <li>• the performance development process can also be positively affected by trust. This means that if you hit a plateau during your training but trust the process of improvement you will be able to force yourself to push on. As a result, you continue to give your all in training and eventually break through the plateau to see further improvement. <b>(1 mark)</b></li> </ul> <p>Candidate must refer to the goals set in (a) in order to access full marks.</p> <p>If the candidate only makes generic reference to the reasons why goals should be set they can access <b>1</b> of the <b>2 marks</b> available.</p>

SECTION 2

Question	Expected response(s)	Max mark	Additional guidance
7.	<p>Candidates should explain why they prioritise their development needs at the start of their PDP.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the reasons why they prioritise their development needs at the start of their PDP.</p> <p>For <b>full marks</b> candidates should make two points of explanation about why they prioritise their development needs at the start of their PDP.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation about why they prioritise their development needs at the start of their PDP.</p> <p>Award <b>0 marks</b> if candidates do not explain why they prioritise their development needs at the start of their PDP.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• I needed more strength when tackling to stop the striker keeping possession and as this is my biggest problem in a game, I needed to work on this first to be able to carry out my defensive duties (physical factor) <b>(1 mark)</b></li> <li>• my confidence levels were too high when shooting and made me keep trying to take shots from the edge of the circle instead of looking for the goal attack who is often nearer to the post. Therefore, I had to fix this right away as my shooting average for a GS was very poor (emotional factor) <b>(1 mark)</b></li> <li>• my biggest problem was that my concentration affected the quality of my setting close to the net when the blockers were close by. So, in training, I did not give good sets for our spikers to improve their attacking shots (mental factor) <b>(1 mark)</b></li> <li>• our team didn't work effectively when we should all be marking an opponent each in free kicks near the edge of the box. This had to be our priority as everyone had to understand and carry out effective marking in every part of the field (social factor) <b>(1 mark)</b></li> <li>• my priority is to increase my Leger Test score from 9 – 10. This would mean I had a sound aerobic base in order to be able to begin working on speed endurance effectively <b>(1 mark)</b></li> <li>• You work on your development needs at the start of your development plan so that you can work on specific weaknesses. This means you can select what approaches would be most suited to help you improve. <b>(1 mark)</b></li> </ul> <p>If a candidate only refers to addressing weaknesses that have been identified, without prioritising their needs, they can only access <b>1</b> of the <b>2 marks</b> available.</p>

Question		Expected response(s)	Max mark	Additional guidance
8.		<p>Candidates should describe the features or characteristics of one approach used to address their development needs.</p> <p>For <b>full marks</b> candidates should make four points of description about an approach used to address their development needs.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about an approach used to address their development needs.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of an approach used to address their development needs.</p>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• an approach I used to develop my power was plyometrics where when I landed from my jump I had to immediately spring back up as high as I could <b>(1 mark)</b></li> <li>• I used the trigger word approach immediately before taking a penalty in a hockey game <b>(1 mark)</b></li> <li>• I used the 4 4 4 breathing technique for 2 minutes at the side of the gymnasium <b>(1 mark)</b></li> <li>• I repeated this process between each of the 5 stations <b>(1 mark)</b></li> <li>• we got into 2 teams of 5 with attackers and defenders <b>(1 mark)</b></li> <li>• my dance group completed a human knot exercise together before the rehearsal started. <b>(1 mark)</b></li> </ul> <p><b>0 marks</b> for the description of the set-up of the approach.</p>

Question	Expected response(s)	Max mark	Additional guidance
9.	<p>Candidates should explain the importance of maintaining strengths while carrying out their PDP.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of maintaining strengths while carrying out their PDP.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the importance of maintaining strengths while carrying out their PDP.</p> <p>Award <b>1 mark</b> for each point of explanation or development of a point of explanation in relation to the importance of maintaining strengths while carrying out their PDP.</p> <p>Award <b>0 marks</b> if candidates do not explain the importance of maintaining strengths while carrying out their PDP.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• keeping my strengths ‘ticking over’ means that I will be able to focus fully on my weakness in training and so when competing in a match I know I can rely on my smash to keep winning me points when needed <b>(1 mark)</b></li> <li>• it is important to maintain my strengths during my PDP so they don't turn into weaknesses this will ensure that I keep my performance levels high in all areas allowing me to cope under pressure when performing <b>(1 mark)</b></li> <li>• it is also important for me to maintain my strengths to keep my training engaging. This means I will not become de-motivated by constantly working hard on difficult areas of my game allowing me to keep progressing through my full PDP <b>(1 mark)</b></li> <li>• maintaining strengths is important as I don't want to lose assets that are a strength to you just because you focused on improving your weaknesses. This could result in their skill set becoming very unbalanced due to the fact they are forgetting to maintain their strengths. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
10.	<p>Candidates should describe the features or characteristics of the process they used to evaluate the effectiveness of their PDP.</p> <p>Candidates could describe:</p> <ul style="list-style-type: none"> <li>• observation schedules</li> <li>• mapping sheets</li> <li>• disciplinary records</li> <li>• transcript of coaches' feedback</li> <li>• questionnaires</li> <li>• standardised fitness test scores</li> <li>• video analysis</li> <li>• voice memo</li> <li>• digital audio recorder.</li> </ul> <p>For <b>full marks</b> candidates should make two points of description about the process they used to evaluate their progress.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the process they used to evaluate the effectiveness of their PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of the process they used to evaluate the effectiveness of their PDP.</p>	2	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• at the end of my PDP, I carried out the 12-minute Cooper test one last time. This was conducted on the same 400m track where I gathered my original data <b>(1 mark)</b></li> <li>• I carried out the test with the rest of my training group. There were 4 of us and my coach recorded my final distance <b>(1 mark)</b></li> <li>• at the end of the test we compared our final distance against our initial distance to see if we had achieved our targets <b>(1 mark)</b></li> <li>• I filled out a team dynamic questionnaire at the start of my PDP and at the end of my PDP <b>(1 mark)</b></li> <li>• at the end of the PDP you would gather information on the areas of the social factor that you were developing using the same methods at the start. <b>(1 mark)</b> For example, you would complete the social questionnaire again answering the same questions as before, checking for any differences in the results <b>(1 mark)</b></li> <li>• based on the changes in responses you would make a judgement as to the effectiveness of the programme <b>(1 mark)</b></li> <li>• the performer can then look back at the end of the PDP and see what they put at the start which may have changed to green. <b>(1 mark)</b></li> </ul> <p>If the candidate describes a method of gathering data and uses it at the beginning and end of the PDP they can access both marks.</p> <p>If the candidate only describes a method of gathering data, with no reference to the process, they can only access 1 of the <b>2 marks</b> available.</p>

## SECTION 3

Question		Expected response(s)	Max mark	Additional guidance
11.	(a)	<p>Candidates should analyse the impact of goal setting on the development of physical factors for performer 1.</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 three points of analysis about the impact of goal setting on the development of physical factors for performer 1.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of goal setting on the development of physical factors for performer 1.</p> <p>Award <b>0 marks</b> if the candidates do not analyse the impact of goal setting on the development of physical factors for performer 1.</p>	3	<p><b>Examples of acceptable analytical points:</b></p> <ul style="list-style-type: none"> <li>• from the graph the performance increases from weeks 0 - 2 (identification), this implies that the initial goals set were specific to the performer's weaknesses so they did more appropriate approaches (implication). The impact of this is the performer's accuracy improves and they score more baskets when playing a match (impact) <b>(1 mark)</b></li> <li>• from the graph performance goes from low – mid after initial goals set (identification), meaning the goals might have been achievable to the performer (implication). This meant that the performer could have been motivated in training and did extra sets (impact) <b>(1 mark)</b></li> <li>• performance levels off at the end of week 2 as goals were unchanged (identification), this will cause the performer to lose motivation as they have now met their goals and they have no new target to work towards (implication), as a result training becomes ineffective as they just play more games rather than specific drills (impact) <b>(1 mark)</b></li> <li>• at the end of week 3, performer 1 may not have agreed the changes to their goals with their teacher (identification). This means that they may have set an unattainable goal (implication), leading to them becoming demotivated and losing focus (impact) <b>(1 mark)</b></li> <li>• at the end of week 4, performer 1 effectively measured their progress and saw a drop-in performance level (identification). This means that they would have wanted to change their goals to become more realistic so that they now had a better goal to aim towards (implication). As a result, they regained some confidence and performance began to improve (impact). <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 possible adaptation performer 1 made to their PDP at the end of week 4 for physical factors.</p> <p>For <b>full marks</b> candidates should make one point of description about one possible adaptation performer 1 made to their PDP at the end of week 4 for physical factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one possible adaptation performer 1 made to their PDP at the end of week 4 for physical factors.</p>	1	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• an adaptation the performer made at the end of week 4 was to increase training sessions from 3 to 4 per week <b>(1 mark)</b></li> <li>• a change that the performer may have made was to reduce their continuous run target pace from 8 minute 'mileing' to 7.5 minute 'mileing' <b>(1 mark)</b></li> <li>• the performer maybe increased their target practice goal from 4/10 to 8/10 to make it more challenging <b>(1 mark)</b></li> <li>• the performer changed continuous to fartlek training to make it more interesting <b>(1 mark)</b></li> <li>• a change the performer could have made may have been increase the percentage of successful shots they needed from their practice – from 70% to 80% free throws. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
12.	(a)	<p>Candidates should analyse the impact of goal setting on the development of emotional factors for performer 2</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 three points of analysis about the impact of goal setting on the development of emotional factors for performer 2.</p> <p>Award <b>1 mark</b> for each point of analysis or development of a point of analysis about the impact of goal setting on the development of emotional factors for performer 2.</p> <p>Award <b>0 marks</b> if the candidates do not analyse the impact of goal setting on the development of emotional factors for performer 2.</p>	3	<p><b>Examples of acceptable analytical points:</b></p> <ul style="list-style-type: none"> <li>• by week 3 from the graph the performance has declined steadily (identification). Perhaps this was due to the initial goals set not being exciting and not motivating them to use the approach of deep breathing (implication). As a result, they did not reduce their anger and continued to shout at teammates during training (impact) <b>(1 mark)</b></li> <li>• between weeks 3 to 4 there is a sharp increase in performance (identification). This was due to the goals being adapted and now being more specific to their weakness of being scared to make a tackle (implication). They might now be able to go into a tackle with more confidence and determination (impact) <b>(1 mark)</b></li> <li>• at the end of week 4, performer 2 may have seen the huge jump in performance level before it drops again (identification) and becomes too ambitious, setting unrealistic goals for themselves (implication). This means that they may have pushed themselves too hard in order to reach the goal and may have injured themselves (impact). <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 possible adaptation performer 2 made to their PDP at the end of week 4 for emotional factors.</p> <p>For <b>full marks</b> candidates should make one point of description about one possible adaptation performer 2 made to their PDP at the end of week 4 for emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one possible adaptation performer 2 made to their PDP at the end of week 4 for emotional factors.</p>	1	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• at the end of week 4 the performer could have set a target of never getting angry when the ref made a poor decision in training games, instead of just 80% of the time <b>(1 mark)</b></li> <li>• performer 2 may have increased the length of their visualisation from 5 minutes to 10 minutes which was too big of an increase in one week <b>(1 mark)</b></li> <li>• they may have changed from trusting their shots 80% of the time to 100% <b>(1 mark)</b></li> <li>• an adaptation the performer made was to change from deep breathing to self-talk, this didn't help them remain calm and their performance dropped. <b>(1 mark)</b></li> </ul>

[END OF MARKING INSTRUCTIONS]