



National
Qualifications
SPECIMEN ONLY

SQ36/H/01

Physical Education

Date — Not applicable

Duration — 1 hour and 30 minutes

Total marks — 40

SECTION 1 — 24 marks

Attempt ALL questions.

SECTION 2 — 16 marks

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In the answer booklet, you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S Q 3 6 H 0 1 *

SECTION 1 — 24 marks

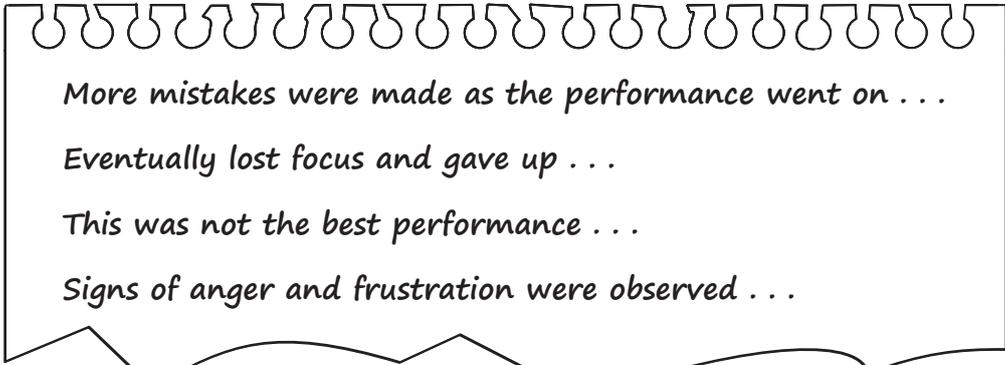
Attempt ALL questions

1. (a) Describe **two** different methods that could be used to collect information about the potential impact of **social** factors on performance. 4
- (b) Select **one** of the methods described in part (a).
Evaluate **one** benefit and **one** limitation of using this method to collect information about the potential impact of **social** factors on performance. 4
2. (a) Choose **one emotional** factor that impacts on performance. Explain **one** approach to develop this factor. 4
- (b) Evaluate **one** advantage and **one** disadvantage of applying this approach during a performance. 4
3. (a) Explain the purpose of monitoring and evaluating performance. 2
- (b) Explain **at least two** difficulties that might be encountered when monitoring and evaluating the impact of **mental** factors on performance. 6

SECTION 2 — 16 marks

Read the scenario below and attempt the question which follows.

This is an extract of feedback to a performer.



More mistakes were made as the performance went on . . .

Eventually lost focus and gave up . . .

This was not the best performance . . .

Signs of anger and frustration were observed . . .

4. (a) Analyse reasons why a performer might receive this feedback. In your answer you must refer to the following factors impacting on performance: **physical** and **one other** — from mental, social or emotional. 8
- (b) Explain how this feedback might be used to plan future performance development for the two factors chosen in 1(a). 8

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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General Marking Principles for Higher Physical Education

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

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) 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.
- (d) 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.
- (e) 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.
- (f) 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).
- (g) Questions that ask candidates to *evaluate* require them to make points that make a judgement based on criteria; determine the value of something.
- (h) A development of a point (of description, explanation, evaluation or analysis) will provide further related information and 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 question.

Marking Instructions for each question

SECTION 1

Question		Expected response	Max mark	Specific Marking Instructions for each question
1	a	<p>Candidates are expected to describe two different methods that could be used to collect information about the potential impact of social factors on performance.</p> <p>Candidate responses must relate to appropriate characteristics and/or features of the methods for social factors.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point, of description of a method relevant for collecting information about the potential impact of social factors on performance, up to two marks for each method.</p> <p>0 marks for no explanation of methods.</p> <p><i>Examples of possible methods include:</i></p> <ul style="list-style-type: none"> • <i>questionnaire</i> • <i>coach feedback</i> • <i>interview</i> • <i>self-appraisal</i> • <i>environmental checklist</i> • <i>or any other acceptable response.</i> <p><i>Examples of points of description that could be used in a response for a questionnaire include:</i></p> <ul style="list-style-type: none"> • <i>a series of relevant questions; protocols/instructions to follow to complete the questionnaire; recording method (ie paper, digital); involves large number of respondents; or any other acceptable response.</i>
1	b	<p>Candidates are expected to evaluate one benefit and one limitation of using one of the methods chosen in 1(a) to collect information about the potential impact of social factors on performance.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point, of evaluation of a benefit of the method for collecting information about the potential impact of social factors on performance, up to three marks.</p> <p>1 mark can be awarded for each relevant point, or development of a point, of evaluation of a limitation of the method for collecting information about the potential impact of social factors on performance, up to three marks.</p> <p>0 marks for no evidence of a benefit or limitation.</p> <p><i>Examples of possible points of evaluation for a questionnaire include:</i></p> <ul style="list-style-type: none"> • <i>validity, reliability of method; benefit of carrying out the method eg sample size; limitation of carrying out the method; time to collect responses; more effective data analysis; ease of data collection; or any other acceptable response.</i>

Question		Expected response	Max mark	Specific Marking Instructions for each question
2	a	<p>Candidates are expected to choose one emotional factor that impacts on performance and explain one approach to develop this factor.</p> <p>Candidate responses must relate to an appropriate approach for the emotional factor.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point, of explanation of an approach to develop emotional factors.</p> <p>0 marks for no explanation of an approach.</p> <p><i>Examples of possible emotional factors that impact on performance include: happiness; sadness; anger; fear; trust; surprise; or any other acceptable response.</i></p> <p><i>Examples of possible approaches to develop the chosen emotional factor include:</i></p> <ul style="list-style-type: none"> • <i>self talk – ‘3Rs’</i> • <i>imagery/visualisation</i> • <i>assertiveness techniques</i> • <i>or any other acceptable response.</i>
2	b	<p>Candidates are expected to evaluate one advantage and one disadvantage of applying this approach during performance.</p>	4	<p>1 mark can be awarded for each relevant point, or development of a point, of evaluation of an advantage of applying this approach during performance, up to three marks.</p> <p>1 mark can be awarded for each relevant point, or development of a point, of evaluation of a disadvantage of applying this approach during performance, up to three marks.</p> <p>0 marks for no evidence of an advantage or disadvantage.</p> <p><i>Examples of advantages and disadvantages of applying approaches during performance that could be evaluated include:</i></p> <ul style="list-style-type: none"> • <i>Advantages – better performance; ease of use; fewer rule infringements; or any other acceptable response</i> • <i>Disadvantages – under or over arousal; over prepared – not responding ‘in the moment’; difficult to use in the ‘heat of the moment’; or any other acceptable response.</i>
3	a	<p>Candidates are expected to explain the purpose of monitoring and evaluating performance.</p>	2	<p>1 mark can be awarded for each relevant point, or development of a point, of explanation of the purpose of monitoring and evaluating performance.</p> <p>0 marks for no explanation of monitoring or evaluation.</p> <p><i>Examples of possible points of explanation about the purpose of monitoring and evaluating performance include:</i></p> <ul style="list-style-type: none"> • <i>obtaining baseline information</i> • <i>tracking progress of any approach to develop any factor</i> • <i>or any other acceptable response.</i>

Question		Expected response	Max mark	Specific Marking Instructions for each question
3	b	Candidates are expected to explain at least two difficulties that might be encountered when monitoring and evaluating the impact of mental factors on performance.	6	<p>1 mark can be awarded for each relevant point, or development of a point, of explanation of difficulties that might be encountered when monitoring and evaluating the impact of mental factors on performance, up to three marks for each difficulty.</p> <p>0 marks for no explanation of problems encountered.</p> <p><i>Examples of difficulties encountered when monitoring and evaluating the impact of mental factors on performance include:</i></p> <ul style="list-style-type: none"> • <i>It might be difficult to get baseline information, depending on which tool is used because...</i> • <i>If a questionnaire is used to monitor mental factors and the questions are not understood properly then...</i> • <i>If a Sports Competition Anxiety Test (SCAT) is used then one difficulty with this might be...</i> • <i>The difficulty of using a self-profiling sheet to evaluate the impact of mental factors is...</i> • <i>or any other acceptable response.</i>

SECTION 2

Question		Expected response	Max mark	Specific Marking Instructions for each question
4	a	<p>Candidates are expected to analyse reasons why a performer might receive this feedback.</p> <p>Candidates are expected to refer to both of the following factors: physical and one other from – mental, emotional or social.</p> <p>Candidates are expected to refer to one or more of the scenario prompts in their answer.</p>	8	<p>1 mark can be awarded for each point, or development of a point, of analysis about reasons why a performer might receive this feedback.</p> <p>A maximum of six marks can be awarded to a response that refers only to the physical factor impacting on performance.</p> <p>A maximum of four marks can be awarded to a response that refers only to the other factor impacting on performance.</p> <p>0 marks for no explanation or for an explanation which does not refer to any of the scenario prompts.</p> <p><i>Examples of reasons for receiving such feedback include:</i></p> <ul style="list-style-type: none"> • <i>inadequate preparation (mental, physical)</i> • <i>inappropriate fitness (physical)</i> • <i>lack of concentration (mental)</i> • <i>peer pressure (social)</i> • <i>poor decision making (emotional)</i> • <i>or any other acceptable response.</i>
	b	<p>Candidates are expected to explain how this feedback might be used to plan for future performance development for these two factors (physical plus the factor of choice).</p>	8	<p>1 mark can be awarded for each point, or development of a point, of explanation that shows links between the feedback and future performance development.</p> <p>A maximum of six marks can be awarded to a response that explains the use of this feedback for the physical factor impacting on performance.</p> <p>A maximum of four marks can be awarded to a response that refers only to the other factor impacting on performance.</p> <p>0 marks for no explanation of the link between feedback and future performance development.</p> <p><i>Examples of using this feedback to plan future performance development will include, for example, candidates providing details about how it assists with:</i></p> <ul style="list-style-type: none"> • <i>setting SMART targets</i> • <i>selecting specific approaches to develop performance</i> • <i>or any other acceptable response.</i>

[END OF SPECIMEN MARKING INSTRUCTIONS]