



National  
Qualifications  
EXEMPLAR PAPER ONLY

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**EP36/H/01**

**Physical Education**

Date — Not applicable

Duration — 1 hour and 30 minutes

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**Total marks — 40**

**SECTION 1 — 24 marks**

Attempt ALL questions.

**SECTION 2 — 16 marks**

Attempt the question.

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.



\* EP36H01 \*

## SECTION 1 — 24 marks

Attempt ALL questions

- |    |     |  |   |
|----|-----|--|---|
| 1. | (a) | Describe the ways in which a model performance could be used to gather information about the impact of <b>physical</b> factors on performance.   | 4 |
|    | (b) | Explain the limitations of using a model performance to gather information about the impact of <b>physical</b> factors on performance.   | 4 |
| 2. | (a) | Explain why a performer should consider the impact of <b>emotional</b> factors during performance development.   | 4 |
|    | (b) | Evaluate the effectiveness of an approach used to manage the impact of <b>emotional</b> factors on performance.  | 4 |
| 3. | (a) | Describe performance development goals that a performer could set for <b>mental</b> factors.   | 4 |
|    | (b) | Explain why a performer might use each of the following when monitoring the development of <b>mental</b> factors: <ul style="list-style-type: none"><li>• qualitative information</li><li>• quantitative information</li></ul> | 4 |

## SECTION 2 — 16 marks

Read the scenario below and attempt the question which follows.

*Reflecting on a recent performance, a performer did not feel that their potential was realised: “That wasn’t good enough — it’s back to the drawing board.”*

4. (a) Explain the actions that could be taken to identify problem areas within the performance.

In your answer, you must refer to the following factors impacting on performance: **social** and one other from mental, emotional or physical.

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- (b) For **each** of the factors (social and your chosen factor from mental, emotional or physical), analyse an approach a performer could use to enable them to reach their full potential.

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[END OF EXEMPLAR QUESTION PAPER]



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**Physical Education**

## Marking Instructions

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These Marking Instructions have been provided to show how SQA would mark this Exemplar 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.

## Detailed 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 the ways a model performance could be used to gather information about the impact of <b>physical</b> factors on performance.</p> <p>Candidate responses must relate to <b>physical</b> factors.</p>	4	<p>1 mark can be awarded for each relevant point (or development of a point), of description of the ways a model performance could be used to gather information about the impact of <b>physical</b> factors on performance, up to 4 marks.</p> <p>0 marks should be awarded if there is no description of the way a model performance could be used to gather information about the impact of <b>physical</b> factors on performance.</p> <p>Examples of points of description that could be used in a response to the ways a model performance could be used include:</p> <ul style="list-style-type: none"> <li>• <i>Provide evidence of systematic observation, eg through agreed criteria from a model performance.</i></li> <li>• <i>Record similarities/differences/efficiencies/inefficiencies of own performance in comparison to the model performance</i> <ul style="list-style-type: none"> <li>— <i>comparison of standardised test scores of the model performance</i></li> <li>— <i>comparison to the model performance in relation to their stage of learning</i></li> <li>— <i>make measured observations to generate numerical information (ratio of shots to baskets scored; Heart Rate profile during dance routine; norms/averages, eg successful centre passes) or technical information (control and fluency in gymnastics; application, decision making and effectiveness within a strategy).</i></li> </ul> </li> <li>• <i>Focus on a single aspect of performance (fitness; skills; tactics/composition).</i></li> <li>• <i>Choose comparative information regarding movement patterns of an activity; movement efficiency; skills and techniques; effectiveness of tactics/composition.</i></li> <li>• <i>Look at most frequent/key actions and compare how the performance matches the model.</i></li> </ul>

Question		Expected response	Max mark	Specific Marking Instructions for each question
1	b	<p>Candidates are expected to explain the limitations of using a model performance method to gather information about the impact of <b>physical</b> factors on performance.</p> <p>Candidate responses must relate to <b>physical</b> factors.</p>	4	<p>1 mark can be awarded for each relevant point (or development of a point), of explanation of a limitation of using a model performance method for gathering information about the impact of <b>physical</b> factors on performance, up to 4 marks.</p> <p>0 marks should be awarded if there is no evidence of an explanation of a limitation.</p> <p>Examples of points of evaluation that could be used in a response to the limitation of using a model performance to gather information about the impact of <b>physical</b> factors on performance include:</p> <ul style="list-style-type: none"> <li>• <i>Limited knowledge of, and limited skills required to analyse, what model performance is, may lead to an inaccurate analysis.</i></li> <li>• <i>Model performance may not be at the appropriate level and may lead to setting inappropriate goals and targets.</i></li> <li>• <i>Lack of available model performance video sources at appropriate level across the required physical activities, eg up-to-date recordings of specific sports such as women's football.</i></li> <li>• <i>Time involved in setting up scientific/recording equipment, eg speed gates, may be disproportionate to the benefits.</i></li> <li>• <i>Time involved in collecting and analysing information may be disproportionate to the benefits.</i></li> <li>• <i>Equipment/technology, eg Apps and computer equipment may not be available.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul>

Question		Expected response	Max mark	Specific Marking Instructions for each question
2	a	<p>Candidates are expected to explain why a performer should consider the impact of <b>emotional</b> factors during performance development.</p> <p>Candidate responses must relate to <b>emotional</b> factors.</p>	4	<p>1 mark can be awarded for each relevant point (or development of a point), of explanation of considerations of the impact of <b>emotional</b> factors during performance development, up to 4 marks. Impacts could be positive or negative.</p> <p>0 marks should be awarded if there is no explanation of considerations.</p> <p>Examples of possible considerations of the impact of <b>emotional</b> factors on performance development include:</p> <ul style="list-style-type: none"> <li>• <i>Physical factor is usually well developed at this level but poor emotional responses often do not allow for execution of full potential during performance development.</i></li> <li>• <i>By being keen to always keep improving; a positive outlook can maintain commitment during a challenging development programme.</i></li> <li>• <i>Having an increased ability to recognise triggers provides the opportunity to apply approaches to manage emotions during the development process.</i></li> <li>• <i>Approaches to managing the emotional factor need to be practised/developed in training in order to be integrated effectively within the live performance context.</i></li> <li>• <i>An optimal emotional level can be achieved by effective training, eg resilience in the face of setbacks.</i></li> <li>• <i>Trust established during training encourages/provides a strong foundation for the trust required in live performance.</i></li> <li>• <i>If the performer was not motivated/happy/confident, then work carried out on other aspects of performance might not have the required impact.</i></li> <li>• <i>The need to be aware of the impact of personal emotional state (on yourself and/or on others) during training.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul>

Question		Expected response	Max mark	Specific Marking Instructions for each question
2	b	<p>Candidates are expected to evaluate the effectiveness of an approach used to manage the impact of <b>emotional</b> factors on a performance.</p> <p>Candidate responses must relate to <b>emotional</b> factors.</p>	4	<p>1 mark can be awarded for each relevant point (or development of a point), of evaluation of an advantage/benefit/disadvantage/limitation of applying an approach to manage the impact of <b>emotional</b> factors on a performance, up to 4 marks.</p> <p>0 marks should be awarded where there is no evidence of an advantage/benefit or disadvantage/limitation.</p> <p>Candidates can refer to either advantages/benefits or to disadvantages/limitations, or to a mixture of these.</p> <p>Examples of advantages/benefits and disadvantages/limitations of an approach to manage the impact of <b>emotional</b> factors on a performance that could be evaluated include:</p> <p><i>Benefits/advantages:</i></p> <ul style="list-style-type: none"> <li>• <i>Ease of use, eg approaches such as mental rehearsal don't require any equipment.</i></li> <li>• <i>Approaches such as positive self-talk results in better responses to situations occurring during performance.</i></li> <li>• <i>Approaches such as visualisation lead to retention of focus for longer at key moments during the performance.</i></li> <li>• <i>Approaches such as deep breathing will better enable performers to maintain concentration in a live performance context.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul> <p><i>Limitations/disadvantages:</i></p> <ul style="list-style-type: none"> <li>• <i>Approaches such as positive self-talk might be difficult to master and implement consistently.</i></li> <li>• <i>Approaches such as mental rehearsal can lead to being over-prepared and therefore not able to "execute" at the required time of the performance.</i></li> <li>• <i>Takes a while to see the benefits of approaches such as visualisation on managing emotions.</i></li> </ul>

Question			Expected response	Max mark	Specific Marking Instructions for each question
					<ul style="list-style-type: none"> <li>• <i>Well-established character traits, eg anger/pessimism/anxiety might be difficult to change.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul> <p><i>As part of the evaluation, candidates could draw an overall conclusion/judgement about the effectiveness of the approach.</i></p>
3	a		<p>Candidates are expected to describe performance development goals a performer could set for <b>mental</b> factors.</p> <p>Candidate responses must relate to <b>mental</b> factors.</p>	4	<p>1 mark can be awarded for each relevant description of a performance development goal related to <b>mental</b> factors, up to 4 marks.</p> <p>0 marks should be awarded where there is no description of a performance development goal related to the mental factor.</p> <p>Descriptions of performance development goals (short, mid or long term) for <b>mental</b> factors could include:</p> <ul style="list-style-type: none"> <li>• <i>Remain concentrated for the duration of a performance.</i></li> <li>• <i>Ensure level of arousal is at optimal level before performance.</i></li> <li>• <i>Try to exclude any distractions before the performance begins.</i></li> <li>• <i>Aim to anticipate opponent's next shot.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul>
3	b		<p>Candidates are expected to explain why a performer might use qualitative and quantitative information when monitoring the development of <b>mental</b> factors.</p>	4	<p>1 mark can be awarded for a relevant point of explanation of why a performer might use qualitative information when monitoring the development of <b>mental</b> factors, up to 2 marks.</p> <p>1 mark can be awarded for each relevant point of explanation of why a performer might use quantitative information when monitoring the development of <b>mental</b> factors, up to 2 marks.</p> <p>0 marks should be awarded where there is no explanation of qualitative or quantitative information when monitoring the development of mental factors.</p> <p>Examples of possible points of explanation about why a performer might use qualitative</p>

Question	Expected response	Max mark	Specific Marking Instructions for each question
			<p>information when monitoring the development mental factors include:</p> <ul style="list-style-type: none"> <li>• <i>To collect descriptive information (eg from a coach) relevant to concentration levels within their performance on an ongoing basis.</i></li> <li>• <i>Subjective information can be obtained through self-reflection log or diary entries regarding motivation levels throughout the development programme.</i></li> <li>• <i>1 to 1 interview technique with coach/peer reporter may gather information specific to the performer, allowing targets to be revised.</i></li> <li>• <i>Provides in depth information that can be reflected upon to inform future performance.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul> <p>Examples of possible points of explanation about why a performer might use quantitative information while monitoring development of mental factors include:</p> <ul style="list-style-type: none"> <li>• <i>Provides easy-to-analyse data, eg using a range of SCAT test scores to monitor the impact of positive self-talk on motivation.</i></li> <li>• <i>Reliable, objective information is gathered, so it can be standardised or used for benchmarking.</i></li> <li>• <i>Data that is counted or measured and given a value (eg psychometric testing) can help set targets/development priorities.</i></li> <li>• <i>Easy to collect information from large groups, quickly, means that comparisons can be made and norms established to check for progress and adapt next steps if required.</i></li> <li>• <i>Tests, eg SCAT test, are easy to administer and obtain results for comparison throughout the development programme.</i></li> <li>• <i>Online test such as POMs require little training to administer and can be used regularly to monitor performance development.</i></li> <li>• <i>Or any other acceptable response.</i></li> </ul>

SECTION 2

Question		Expected response	Max mark	Specific Marking Instructions for each question
4	a	<p>Candidates must explain actions that could be taken to identify problem areas (social and one other) in the performance.</p> <p>Candidates are expected to refer to both the following factors: social and one other from – mental, emotional or physical.</p>	6	<p>1 mark can be awarded for explanation of a relevant action that could be taken to identify problem areas in a performance, or development of a point of action.</p> <p>Candidates must refer to <b>both</b> factors to access all marks.</p> <p>The action could be those taken by the performer, or their group/team as appropriate to the activity and could include:</p> <ul style="list-style-type: none"> <li>• <i>Personal reflection analysis could be completed to gather information from all participants involved (social and mental factors).</i></li> <li>• <i>Team/Group feedback could be collected to identify common perceptions, opinions and analysis (social factor).</i></li> <li>• <i>Time related observation schedule could be completed to look at all aspects of activity to identify when performance begins to deteriorate (physical factor).</i></li> <li>• <i>Skills test could be completed to gather objective, factual, quantitative evidence about the number or percentage number of times skills were effective (physical factor).</i></li> <li>• <i>Disciplinary record could be examined to identify potential triggers or circumstances where self-control is lost (emotional factor).</i></li> </ul>
4	b	<p>Candidates must analyse an approach that a performer could use to reach their full potential for each of the factors chosen in 4 a (ie social and one other).</p>	10	<p>1 mark can be awarded for a point of analysis (or development of a point of analysis), of an approach a performer could use to reach their full potential, linked to their identified factors.</p> <p>Candidates must refer to <b>both</b> factors to access all marks.</p> <p>The approach could be those taken by the performer, or their group/team as appropriate to the activity and to the identified factors, could include:</p> <ul style="list-style-type: none"> <li>• <i>Cognitive techniques (mental factor).</i></li> </ul>

				<ul style="list-style-type: none"><li>• <i>Assertiveness training (emotional factor).</i></li><li>• <i>Building team dynamics (social factor).</i></li><li>• <i>Conditioning drills; isolation drills; repetition practice; opposed practices (physical factors).</i></li></ul>
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**[END OF EXEMPLAR MARKING INSTRUCTIONS]**