



National  
Qualifications  
2023

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**2023 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 *identify* questions candidates must recall key points of knowledge or give examples. Marks available reflect the number of points the candidate needs to make, for example, if one mark is available the candidate needs to give one correct point.
- (e) 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.
- (f) 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.
- (g) 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).
- (h) For *evaluate* questions candidates must make points that make a judgement based on criteria and determine the value of something.
- (i) 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.
- (j) There may be some degree of flexibility in the way that marks are awarded in a particular question. This is clearly noted in the specific 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 <b>one</b> method used to collect information on mental factors.</p> <p>For <b>full marks</b> candidates should make four points of description about one 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 about 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>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I completed the process by myself in a quiet space away from distractions <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 mental factors <b>(1 mark)</b></li> <li>• the questionnaire was an A4 piece of paper with 10 questions relating to the mental factor <b>(1 mark)</b>, for example, ‘Can you effectively choose the right pass under pressure?’ <b>(1 development mark)</b></li> <li>• the PPW involves an a4 piece of paper with a wheel on it which is split into 6 sections <b>(1 mark)</b></li> <li>• once you have completed the questionnaire you tally up your score <b>(1 mark)</b></li> <li>• There were definitions of the subfactors on the back, I completed this individually and honestly after my session. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain the validity and/or reliability of the method described in (a).</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the validity and/or reliability of the method from 1(a).</p> <p>For <b>full marks</b> candidates should make two points of explanation about why the method from 1(a) is valid and/or reliable.</p> <p><b>Award 1 mark</b> for each point of explanation or development of a point of explanation of why the method from 1(a) is valid and/or reliable.</p> <p><b>Award 0 marks</b> if candidates do not explain the validity or reliability of the method from 1(a).</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• a POMS test is reliable because it can always be completed in the exact same way, for example, the performer can give direct responses immediately after a performance ensuring reliable and consistent results <b>(1 mark)</b></li> <li>• the fact that the reflections checklist is completed by a coach observing the performance and then simultaneously by the performer to compare gives a degree of reliability since both are commenting on the same area of concentration while watching the same video <b>(1 mark)</b></li> <li>• because the performer is gathering qualitative data about their own performance and knows their own mental state best when completing test, reliability is guaranteed because there would be no point in lying about your own performance when you are trying to improve things <b>(1 mark)</b></li> <li>• however, the SCAT is not reliable because your answers can be influenced by others. If you are sitting next to someone and you don't want them to know you are anxious when you perform, you might change your answers. This means the result might not be a true representation of your anxiety levels and the results would be invalid <b>(1 mark)</b></li> <li>• it is not reliable as it can be affected by bias or cheating. This meant that I might score myself higher to look better in front of my teammates which led to me creating a PDP which is too hard <b>(1 mark)</b></li> <li>• The PPW is valid as it can be kept as a permanent record. This means that when I retest, I can compare results to see how much I have progressed and whether my training sessions have been effective or not. <b>(1 'generic' mark)</b></li> </ul> <p><b>If a candidate only refers to the appropriateness of the method with no reference to the validity or reliability, they can only access 1 of the 2 marks available.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
2.	(a)	<p>Candidates should describe the features or characteristics of a model performance and/or model performer for social factors.</p> <p>For <b>full marks</b> candidates should make four points of description about the features or characteristics of a model performance and/or model performer for social factors.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the features or characteristics of a model performance and/or model performer for social factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of a model performance and/or model performer for social factors.</p>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• a model performer for netball will communicate regularly with their teammates. They will call for the ball when they are in space and they will give instructions with every pass <b>(1 mark)</b></li> <li>• a team with good communication would pass the ball up and down the pitch while calling to one another so they knew it was coming <b>(1 mark)</b></li> <li>• a model performer will also not react when they have been given a decision against them. They will accept the decision and play on immediately <b>(1 mark)</b></li> <li>• a model performer will have good relationships with all her teammates. She will offer advice and support when they make a mistake <b>(1 mark)</b> She might say something like ‘great effort, make your run earlier next time’ <b>(1 development mark)</b></li> <li>• an athlete would show etiquette by shaking hands with every competitor and official after a 1500m race <b>(1mark)</b></li> <li>• a swimmer working in isolation would make sure that they kept to their work to rest ratio and didn’t cut any session short or cheat to make it easier. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain <b>three</b> reasons for using a model performance and/or a model performer to develop social factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the reasons for using a model performance and/or a model performer to develop social factors.</p> <p>For <b>full marks</b> candidates should make three points of explanation in relation to the reasons for using a model performance and/or a model performer to develop social factors.</p> <p>Award <b>1 mark</b> for each point of explanation, for using a model performance and/or a model performer to develop social factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the reasons for using a model performance and/or model performer to develop social factors.</p>	<b>3</b>	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• one benefit of using a model performer to develop social factors is that you can copy them. This means that when a performer watches a professional being respectful towards the referee and the opposition then they will learn how they should react to certain situations (for example, wrong decision against them), they will then hopefully replicate this behaviour if it happens to them <b>(1 mark)</b></li> <li>• one other benefit of using a model performer is that they will motivate you. This means that being able to hear a model performer use communication effectively will encourage you to do the same. This means that you will practice using more communication during training matches <b>(1 mark)</b></li> <li>• a third benefit of using a model performer is that they can give you advice. This means if you have a model performer in your class (a pupil or a teacher), then they will be able to give you verbal feedback immediately on how well you are cooperating with your teammates. This means you will be able to act on this advice straight away whilst it is fresh in your head. For example, I cooperated with my team by offering more support to the ball carrier <b>(1 mark)</b></li> <li>• to inspire you on what approaches to use for example they may have used team building to improve their team dynamics so you might want to do the same. This means your training is more effective as it has beneficial drills that you know now work <b>(1 mark)</b></li> <li>• the model performer might be really good at showing respect in a game, so you make a goal to do the same as you can use the same high standard they perform to, to measure it. This means you will be motivated in training to work hard, making you closer to reaching your target. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(c)	<p>Candidates should explain <b>one</b> challenge when using a model performance and/or model performer to develop social factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the challenge when using a model performance and/or model performer to develop social factors.</p> <p><b>The candidate may refer to some of the following:</b></p> <ul style="list-style-type: none"> <li>• level of model performer too high</li> <li>• model performer has a poor performance in relation to social factors</li> <li>• difficulty finding a model performer for social factors.</li> </ul> <p>For <b>full marks</b> candidates should make one point of explanation about the challenges when using a model performance and/or model performer to develop social factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the challenges when using a model performance and/or model performer to develop social factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• one challenge when using a model performer to develop social factors is it can de-motivate a performer because they don't think they will ever be like them, this could lead to the performer giving up on their development needs altogether <b>(1 mark)</b></li> <li>• one challenge is they might de-motivate performers, for example a model performer may do something really well like communicate instructions, and the performer will think they are not able to reach the same level. As a result they become demotivated and they no longer want to improve as they think their goal is out of reach <b>(1 mark)</b></li> <li>• there might not be any model performer skilled enough in the social factors for you to make a comparison to. This means you won't be able to properly identify a starting point as you have nothing to compare to. This means you might set unrealistic targets that you won't be able to achieve and may waste time focussing on something like communication when you should be working on team dynamics. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
3.	(a)	<p>Candidates should explain the importance of prioritising performance development needs for emotional factors when planning a personal development plan.</p> <p>Candidates may explain content relating to more than one emotional factor.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of prioritising performance development needs for emotional factors when planning a personal development plan.</p> <p>Award <b>1 mark</b> for an explanation in relation to the importance of prioritising performance development needs for emotional factors when planning a personal development plan.</p> <p>Award <b>0 marks</b> if candidates do not explain the importance of prioritising performance development needs for emotional factors when planning a personal development plan.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• by targeting specific emotional weaknesses, I will be able to ensure the biggest positive impact on performance/performance development and see the biggest gains while implementing my PDP <b>(1 mark)</b></li> <li>• It is important to prioritise development needs, for example if my biggest weakness is I can't control my anger, then I need to work on that first in order to make the most improvements in my PDP. This means I will get rid of bad habits like shouting at the ref and be less likely to be sent off during a match <b>(1 mark)</b></li> <li>• this is the bit that is having a negative impact on your performance, as you start to develop your weakness of controlling anger, you will start to see positive changes throughout your PDP. This is good as it will have a positive impact on your performance as a whole and you will have time to improve other aspects of your performance <b>(1 mark)</b></li> <li>• they are the things that need the most work done so they get the most attention and time spent on them as a result. For example, if confidence is one of my areas of development I will keep practicing in front of a variety of audiences <b>(1 mark)</b></li> <li>• whilst my data showed that confidence was my weakest area, I felt that by addressing anger first it would have the biggest positive impact on my performance. By staying calm in the pressure moments, I would perform more fluently. <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 method used to monitor the development of emotional factors throughout a personal development plan.</p> <p>For <b>full marks</b> candidates should make four points of description of one method used to monitor the development of emotional factors throughout a personal development plan.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about one method used to monitor the development of emotional factors throughout a personal development plan.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one method used to monitor the development of emotional factors throughout a personal development plan.</p>	4	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I used a training diary to monitor progress throughout the PDP (this opens the access to all 4 marks) It was a sheet of A4 paper with places to write what I was developing and which approaches I have used <b>(1 mark)</b></li> <li>• I used a training diary to keep a note of my feelings before, during and after each training session <b>(1 mark)</b></li> <li>• the diary had spaces for me to record the dates and times of each session <b>(1 mark)</b></li> <li>• at the end of each week, I completed the ‘weekly summary’ report to sum up overall how the training had progressed for the whole week <b>(1 mark)</b></li> <li>• I recorded exactly how many minutes I took to complete my visualisation session <b>(1 mark)</b></li> <li>• the training diary can be read over by a coach to ensure you have given an accurate entry. <b>(1 mark)</b></li> </ul> <p><b>If the candidate only describes a method of gathering data, with no mention of the on-going nature, they can only access 2 of the 4 marks available.</b></p>

Question	Expected response(s)	Max mark	Additional guidance
(c)	<p>Candidates should explain why development needs may be re-prioritised as a result of monitoring emotional factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the possible reasons development needs may be re-prioritised as a result of monitoring emotional factors.</p> <p><b>The candidate may refer to some of the following:</b></p> <ul style="list-style-type: none"> <li>• new weakness has been identified</li> <li>• goals have been met early</li> <li>• initial weakness has been improved</li> <li>• returning from injury/inactivity</li> <li>• change of team/role/position.</li> </ul> <p>For <b>full marks candidates</b> should make two points of explanation in relation to the reasons why development needs may be re-prioritised as a result of monitoring emotional factors.</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 development needs may be re-prioritised as a result of monitoring emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the reason why development needs may be re-prioritised as a result of monitoring emotional factors.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• if my training for managing my anxiety is working, I might not need to focus on managing my anxiety as much therefore would allow me to spend a little more time developing my next weakness of confidence which would allow me to express the emotions of my dance better <b>(1 mark)</b></li> <li>• a new or bigger problem with my confidence might have come to light and I might need to fix it right away so that I can actually go on and perform. This would allow me to at least get onto the trampoline and be able to score some point regardless of whether I choose to include the most difficult skill in my routine <b>(1 mark)</b></li> <li>• a development need may be re-prioritised if you have a positional change, for example, if you used to be a flier in gymnastics – so required trust that your teammates would catch you. But now you have change to a base so need to overcome the fear of dropping a teammate. This means that you would need to change your priority within your PDP from trust to fear <b>(1 mark)</b></li> <li>• one reason you may reprioritise is because you hit your long-term goals quicker than expected. This is because you aimed to not shout at your opponent by the last session of training but achieved this by week 3. This means you could shift your training focus to working on fear instead as you noticed you successfully reached your last goal. <b>(1 mark)</b></li> </ul> <p><b>Reprioritisation must relate to the development needs and not just adapting the PDP or changing the approach.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
4.	(a)	<p>Candidates should describe the features or characteristics of <b>one</b> long term goal for the development of emotional factors.</p> <p>Candidates may explain content relating to more than one emotional factor.</p> <p>For <b>full marks</b> candidates should make one point of description about one long term goal for the development of emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one long-term goal for the development of emotional factors.</p>	1	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• to reduce the number of bookings I receive within the whole season by 20% <b>(1 mark)</b></li> <li>• by the end of the PDP, I want to be able to get through a whole game without saying anything negative to team mates, coaches or referee <b>(1 mark)</b></li> <li>• to decrease my score in the sport emotion questionnaire from 4.5 in the anger section to 1.3 by the end of my 8-week personal development plan <b>(1 mark)</b></li> <li>• do positive self-talk before every match and have a positive mindset before performing. <b>(1 mark)</b></li> </ul>

Question	Expected response(s)	Max mark	Additional guidance
(b)	<p>Candidates should explain the importance of setting long-term goals when starting a performance development plan for emotional factors.</p> <p>Candidates may explain content relating to more than one emotional factor.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of setting long-term goals when starting a performance development plan for emotional factors.</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the importance of setting long-term goals when starting a performance development plan for emotional factors.</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 setting long-term goals when starting a performance development plan for emotional factors.</p> <p>Award <b>0 marks</b> if candidates do not explain the importance of setting long-term goals when starting a performance development plan for emotional factors.</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• by setting long-term goals I will have a clear end point to work towards therefore allowing me to progress without becoming distracted and keep my training meaningful over the long term <b>(1 mark)</b></li> <li>• so I know what appropriate short term targets I am going to set in order to reach the long term goal. For example, if my long-term goal is to perform confidently in front of an audience, I am not going to set a short term goal to control my aggression as they don't link. This means that goals will be related making me more likely to achieve them <b>(1 mark)</b></li> <li>• another reason to set long term goals before starting a PDP is that it helps monitor your progress. For example, in order to meet your long-term goal, you will check your progress throughout your PDP towards this goal. This will allow you to see if you are on track to meet your goal or you need to adapt or extend your PDP to meet it <b>(1 mark)</b></li> <li>• this allows a performer to be more motivated as they have something to work towards for example, reducing my SCAT test score from 21-19 meaning they are more likely to put 100% effort into training. <b>(1 generic mark)</b></li> </ul> <p><b>If the candidate only explains the importance of setting goals, with no reference to the long-term nature, they can only access 1 of the 2 marks available.</b></p>

Question		Expected response(s)	Max mark	Additional guidance
5.	(a)	<p>Candidates are expected to identify <b>two</b> approaches used to develop physical factors.</p> <p>For <b>full marks</b> candidates should identify two approaches used to develop physical factors.</p> <p>Award <b>1 mark</b> for the identification of one approach used to develop physical factors.</p> <p>Award <b>0 marks</b> if the candidate does not identify an approach used to develop physical factors.</p>	<b>2</b>	<p><b>Examples of acceptable approaches:</b></p> <ul style="list-style-type: none"> <li>• fartlek</li> <li>• Interval</li> <li>• repetition</li> <li>• conditioned games</li> <li>• shadow play</li> <li>• PNF stretching.</li> </ul> <p>Or any other acceptable response.</p>
	(b)	<p>Candidates should evaluate each approach described in (a).</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 the two approaches used to develop physical factors.</p> <p><b>Award 1 mark</b> for each point of evaluation, or development of a point of evaluation about the two approaches described in (a).</p> <p>Award <b>0 marks</b> if candidates do not evaluate the two approaches used to develop physical factors described in (a).</p>	<b>6</b>	<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 as you only need 4 cones and a flat surface to set it up so this maximises training time and gives the performer more time to improve <b>(1 mark)</b></li> <li>• one limitation of continuous training is that doing the same actions like running at the same pace for a long time can become boring which leads to a decrease in motivation and effort levels and my CRE may not improve much as it could <b>(1 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 under pressure within a game which allows me to focus on other things such as tactics <b>(1 mark)</b></li> <li>• in shadow drills I do not use a shuttle. This can make my training ineffective because I get bored and lose focus as there is no shuttle and this results in me practicing the wrong technique and my skill level will decrease <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>Where only 1 approach is evaluated a <b>maximum of 5 marks</b> can be awarded.</p>

SECTION 2

Question		Expected response(s)	Max mark	Additional guidance
6.	(a)	<p>Candidates are expected to describe one session they implemented to develop factor(s) within their PDP.</p> <p>Candidates could describe:</p> <ul style="list-style-type: none"> <li>• the warm-up</li> <li>• practices/drills/approaches</li> <li>• training games/scenarios</li> <li>• the cool down</li> <li>• context</li> <li>• who they trained with</li> <li>• the duration/reps and sets.</li> </ul> <p>For <b>full marks</b> candidates should make six points of description about the features or characteristics of one session they implemented within their PDP.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the features or characteristics of one session they implemented in their PDP.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of one session.</p>	6	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• I completed a 10-minute warm up which consisted of some light running and dynamic stretching <b>(1 mark)</b></li> <li>• I began by getting a partner and playing a continuous rally using a variety of shots for 5 minutes <b>(1 mark)</b></li> <li>• we then moved into a repetition drill with one feeder playing a high serve to the performer who returned with an overhead clear <b>(1 mark)</b></li> <li>• before every repetition I visualised my racquet contacting the shuttle at it's highest point with a full extension making a powerful contact <b>(1 mark)</b></li> <li>• whilst we were implementing the repetition practice my coach regularly gave me a combination of verbal and visual feedback on my batting technique <b>(1 mark)</b></li> <li>• the game at the end was a small sided 7v7 with the condition that we could pass the rugby ball in any direction <b>(1 mark)</b></li> <li>• during the conditioned game I used positive self-talk at break downs, praising myself for every successful pass, tackle or run <b>(1 mark)</b></li> <li>• I then recorded my thoughts and feelings about my session in my training diary. <b>(1 mark)</b></li> <li>• I used four cones to lay out a large rectangle, 20m long by 10m wide <b>(1 mark)</b></li> <li>• then I labelled each side – walk, jog, run, sprint, going from one cone to the other <b>(1 mark)</b></li> <li>• I said to myself a positive praise comment to motivate me during this session <b>(1 mark)</b> I said 'you can do this' whenever I was becoming demotivated <b>(1 development mark)</b></li> <li>• I closed my eyes and took a deep breath in for 6 seconds and then exhaled for 6 seconds. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates are expected to describe <b>two</b> changes they made to the session described in (a).</p> <p>For <b>full marks</b> candidates should make two points of description about the features or characteristics of the changes made to the session in (a).</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the features or characteristics of the changes made to the session implemented in (a).</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of the changes made to the session in (a).</p>	<b>2</b>	<p><b>Examples of acceptable descriptive points:</b></p> <ul style="list-style-type: none"> <li>• in my target practice for accuracy for my badminton service, I decreased the size of the target using a smaller hula hoop <b>(1 mark)</b></li> <li>• I added an additional attacker and defender making the drill a 3v2 instead of 2 vs 1 <b>(1 mark)</b></li> <li>• I increased my frequency of visualization by using it between every point instead of just at the start of the practice <b>(1 mark)</b></li> <li>• I increased the duration of my conditioned game at the end of the session from 15 minutes to 20 minutes <b>(1 mark)</b></li> <li>• I changed Continuous training to Fartlek <b>(1 mark)</b></li> <li>• I decided to change the length of my sessions from 60 minutes to 90 minutes <b>(1 mark)</b></li> <li>• I decided to complete self-talk instead of visualisation <b>(1 mark)</b></li> <li>• I added a partner who had a more consistent high feed. <b>(1 mark)</b></li> </ul>
	(c)	<p>Candidates are expected to explain why they made the changes described in (b).</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why they made the changes described in (b)</p> <p>For <b>full marks</b> candidates should make two points of explanation in relation to the changes described in (b).</p> <p>Award <b>1 mark</b> for each point of explanation in relation to the changes described in (b).</p> <p>Award <b>0 marks</b> if candidates do not explain changes described in (b).</p>	<b>2</b>	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• I decreased the size of the target to increase the difficulty. The target practice was becoming too easy as I was landing the shuttle in it every time. Making the practice more difficult will challenge me again and improve my accuracy further <b>(1 mark)</b></li> <li>• the 2 vs 1 practice started to get boring. I added an extra defender and attacker to make the practice more exciting as there will be more variety and more decisions to make <b>(1 mark)</b></li> <li>• I increased the frequency of my visualisation because I hardly used it in the first session. Using it more often should help me focus on getting the technique right during practice instead of becoming distracted by my unsuccessful shots <b>(1 mark)</b></li> <li>• I successfully visualised the action phase of the spike in the second session. My coach said that my timing was inconsistent, so I need to picture a successful preparation phase to time my footwork and jump more effectively at the net. <b>(1 mark)</b></li> </ul>

SECTION 3

Question	Expected response(s)	Max mark	Additional guidance
7.	<p>Candidates should analyse the impact physical factors had on mental factors for the performer during this performance.</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 3 points of analysis about the impact of physical factors on mental factors.</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 mental factors.</p> <p>Award <b>0 marks</b> if candidates do not analyse the impact of physical factors on mental factors.</p>	3	<p><b>Examples of acceptable analytical points:</b></p> <ul style="list-style-type: none"> <li>• the physical factor CRE had a negative impact on the mental factor decision making. At the start the performer was high in energy and therefore trying to do everything too quickly, this meant they made some incorrect decisions, like giving away possession and therefore creating goal scoring opportunity for the opposition <b>(1 mark)</b></li> <li>• the scenario shows that control and fluency 7/10 had negative impact on the mental factors resulting in lost concentration 5/10. This meant the player wasn't able to control where they hit the shuttle all the time and hit it in places that weren't intended. This meant he was more focussed on where the shuttle was going rather than how his opponent was setting up. He therefore didn't anticipate that his opponent was going to hit a net shot and by the time he recognises what is going on, the shuttle hits the ground and he loses an easy point <b>(1 mark)</b></li> <li>• the scenario shows that by the end of the performance he scored 6/10 for physical factors suggesting his CRE weakened which had a negative impact on mental factors as he scored 4/10 for lost motivation. As he was tired he didn't chase down the attacker as he just hoped somebody else would cover. As his opponents took a big lead, he finally gave up completely as he didn't believe his team could bounce back. <b>(1 mark)</b></li> </ul>



Question		Expected response(s)	Max mark	Additional guidance
8.	(a)	<p>Candidates should describe one approach the performer could have used to improve mental factors <b>during</b> this performance.</p> <p>For <b>full marks</b> candidates should make 3 points of description about the features or characteristics of one approach the performer could have used to improve mental factors <b>during</b> this performance.</p> <p>Award <b>1 mark</b> for each point of description or development of a point of description about the features or characteristics of one approach the performer could have used to improve mental factors <b>during</b> this performance.</p> <p>Award <b>0 marks</b> if candidates do not describe the features or characteristics of an approach used to improve mental factors <b>during</b> this performance.</p>	3	<p><b>Examples of acceptable descriptive points:</b></p> <p>The performer could have used the 3 R's of positive self-talk. . .</p> <ul style="list-style-type: none"> <li>• The first step is the performer 'recognising' the mental trigger that is causing them to lose concentration <b>(1 mark)</b></li> <li>• the second step is to 'regroup', reduce the negative impact of the thing that has affected concentration by putting the performance into perspective thinking 'I know I can do this' <b>(1 mark)</b></li> <li>• the third step for the performer is to 'refocus'. Turn attention back to the performance strategies such as defensive organisation and counter attacks. <b>(1 mark)</b></li> </ul> <p>The performer could have used deep breathing. . .</p> <ul style="list-style-type: none"> <li>• just before taking the free kick, the performer could have straightened their posture and breathed in through their nose <b>(1 mark)</b></li> <li>• holding that breath for 2 seconds, the performer would then breath out through their mouth for 5 seconds. <b>(1 mark)</b></li> </ul>

Question		Expected response(s)	Max mark	Additional guidance
	(b)	<p>Candidates are expected to explain why the approach described in (a) would be appropriate for use <b>during</b> this performance.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why the approach described in (a) would be appropriate for use <b>during</b> this performance.</p> <p>For <b>full marks</b> candidates should make <b>two</b> points of explanation in relation to the appropriateness of the approach described in (a).</p> <p>Award <b>1 mark</b> for each point of explanation in relation to the appropriateness of the approach described in (a).</p> <p>Award <b>0 marks</b> if candidates do not explain the appropriateness of the approach described in (a).</p>	2	<p><b>Examples of acceptable explanatory points:</b></p> <ul style="list-style-type: none"> <li>• using trigger words when I've lost possession and have to get back in defence quickly will instantly bring my mind back into focus and mean I forget the mistake I just made and make me dig in and run back to pick up my opponent immediately (<b>1 mark</b>)</li> <li>• when I have to take a penalty pass, I first allow myself to see in my mind's eye, the ball leaving my hands and going straight through the ring. This makes sure I am relaxed, believing I will score and so won't be distracted by the pressure of the defender standing beside me trying to put me off (<b>1 mark</b>)</li> <li>• just as I am about to begin my run up for my vault, I take one quick deep breath as I take my first step. This clears my mind of any thoughts and makes me look at the springboard as I pick up speed looking directly where I will put my take-off foot. This ensures I get as much height off the board having enough time to complete my handspring. (<b>1 mark</b>)</li> </ul>

[END OF MARKING INSTRUCTION]