

Question 1 In section one, if pupils do not name a sub factor in each section, they only state the factor, can they still be awarded marks if the example and impact is correct? I have several examples similar to this –

“In football emotional had a negative impact on my performance
For example, when the ref had made a controversial decision, I lashed out and shouted at them
This led to me being sent off and my team having a disadvantage for the rest of the game”

Response: Providing the candidate provides a clear explanation of the factor through a detailed context and impact and there is a clear understanding of a factor, even though not explicitly identified, this would be acceptable.

Question 2 One query my faculty have raised is surrounding the Mental and Emotional sub-factors. We have always assumed that Anxiety is a Mental factor as it is something that can be a factor that affects performers mainly pre-performance. It is on the SATPE website under Mental Factors but not explicitly listed on the SQA documents as a sub factor in Mental. During the webinar can there be more clarity between Mental/Emotional factors in general would be useful. Also, in the marking scheme more specific marking points and a model answer for each question would be useful.

Response: Anxiety can be explained across both Mental and Emotional factors due to its different forms, cognitive and somatic. The SQA list on the factors table contains suggestions however is not an exhaustive list, for example, Communication in Social Factors.

As the Marking Instructions document is open for all to access full model responses would allow greater opportunity for candidates to copy them. For a range of model answers you can access this portfolio and previous understanding standards materials through the SQA Understanding Standards Web Site

Question 3 Would SQA accept that anxiety could also be social? Candidates can have similar symptoms or experiences when cooperating/competing with others and could cause anxiety?

Response: Anxiety will only be accepted under Mental or Emotional. It may be the fact that the social factor of cooperating and competing leads may lead to some form of anxiety but the explanation would still require some context and impact linked to the original Social factor and its impact on performance.

Question 4 The Candidate in this paper has not mentioned CRE in Section 1.

Response: As Section 1 is a stand alone section the factors identified in Sections 2 and 3 do not need to be explained in section 1.

Question 5 Can you get two marks in one descriptive sentence? The MI says short and sharp sentences to access marks.

Response: In this example in 2c, yes. The commentary identifies where each point of description related to the method of gathering information is awarded. Here 1 sentence accesses 3 marks. Marks are awarded for each different point of description or development of a point.

Question 6 Could you repeat that STOVI acronym for 3a feedback please

Response: An Example of good practice for Question 3a is to look further into feedback and using the STOVI acronym, explaining the usefulness of feedback through the different aspects of feedback.

Source

Timing

Order

Volume

Information

Question 7 3c(ii) does it matter that they didn't mention this method in the PDP table?

Response: It only has to be relevant and different from 3ci. Some candidates give 3 or 4 methods others give 1. We positively mark the description provided it could be used to monitor the programme of work for the factor used in the portfolio.