



National
Qualifications
SPECIMEN ONLY

S856/76/11

Physical Education

Date — Not applicable

Duration — 2 hours 30 minutes

Total marks — 50

SECTION 1 — 32 marks

Attempt ALL questions.

SECTION 2 — 10 marks

Attempt the question.

SECTION 3 — 8 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.



* S 8 5 6 7 6 1 1 *

SECTION 1 — 32 marks

Attempt ALL questions

- | | | |
|--------|--|---|
| 1. (a) | Describe one session to develop physical factors. | 4 |
| | (b) Explain four reasons why a performer may re-prioritise the focus of a Personal Development Plan for physical factors. | 4 |
| 2. (a) | Describe a recognised test or analytical tool to gather information on mental factors. | 4 |
| | (b) Evaluate the use of the recognised test or analytical tool described in part (a). | 4 |
| 3. | Describe one type of feedback that could be used to develop emotional factors. | 2 |
| 4. | Describe two strengths or two development needs for emotional factors. | 4 |
| 5. (a) | Analyse the impact social factors can have on each of the other three factors during a performance . | 6 |
| | (b) Describe one approach to develop social factors. | 4 |

SECTION 2 — 10 marks

Attempt the question

Refer to a Personal Development Plan (PDP) you have created and implemented.

- | | | | | |
|----|-----|-------|--|---|
| 6. | (a) | (i) | Describe a goal you set for one factor within a PDP that you carried out. | 1 |
| | | (ii) | Explain the reasons why you set this goal. | 2 |
| | | (iii) | Describe one approach you used to achieve this goal. | 2 |
| | (b) | (i) | Describe a goal you set for a different factor within a PDP that you carried out. | 1 |
| | | (ii) | Explain the reasons why you set this goal. | 2 |
| | | (iii) | Describe one approach you used to achieve this goal. | 2 |

SECTION 3 — 8 marks

Attempt the question

The table below contains feedback relating to physical and mental factors which impacted on a performance.

Performance criteria	Marks awarded
Repertoire of skills during the performance	5/10
Control and fluency during the performance	10/10
Decision making during the performance	1/10
Concentration during the performance	7/10

7. Use the information in the table to answer the following.

- (a) Analyse the reasons why this performance may have been impacted by physical factors. 4
- (b) Analyse the reasons why this performance may have been impacted by mental factors. 4

[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

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		Marking instruction	Max mark	Additional guidance
1.	(a)	<p>Candidates should describe the features or characteristics of one session to develop physical factors.</p> <p>Candidates may describe content relating to more than one physical factor.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> • where the session was carried out • when the session was carried out • the equipment needed to carry out one session • who was involved in carrying out one session. <p>For full marks candidates should make four descriptive points about what was done in one session.</p> <p>Award 1 mark for each point of description or development of a point of description in relation to one session used to develop physical factors.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of one session.</p>	4	<p>Examples of acceptable descriptive points</p> <p>My aim was to improve my footwork in my overhead clear and my sessions were designed to improve this physical factor</p> <ul style="list-style-type: none"> • I began by completing a 10-minute warm up which included some light jogging and some dynamic stretching (1 mark) • this was followed by a continuous rally with my partner using high serves and overhead clears (1 mark) • after a discussion with our coach we started a repetition drill which lasted 7 minutes (1 mark) • the repetition drill began with a high serve followed by two overhead clears, a drop shot, and then an underarm clear before repeating the sequence (1 mark) • whilst we were carrying out the drill our coach videoed our performance and we spent 5 minutes reviewing our movement and footwork during the drill (1 mark) • we then played a conditioned game for the remainder of the session which lasted about 15 minutes (1 mark) • the condition of the game was that we must complete five overhead clears before the rally became 'live' and we could attempt to win a point (1 mark) • at the end of the session I sat down with my coach for 2 minutes and discussed my progress in the session (1 mark) • I then recorded my thoughts and feelings about my session in my training diary. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
	(b)	<p>Candidates should give four points of explanation as to why the focus of a PDP may be reprioritised for physical factors.</p> <p>Candidates should make a point, give evidence of the issue related to that point, and then explain why that would result in a change of focus.</p> <p>Candidates may explain content relating to more than one physical factor.</p> <p>For full marks candidates should make four points of explanation in relation to changes which would be made.</p> <p>Award 1 mark for each point of explanation in relation to reasons why a performer may re-prioritise the focus of a PDP for physical factors.</p> <p>Award 0 marks if candidates do not explain why a performer may reprioritise the focus of a PDP for physical factors.</p>	4	<p>Examples of acceptable explanatory points</p> <p>During my PDP I faced many challenges which made it difficult to progress my performance</p> <ul style="list-style-type: none"> • I found some of the approaches boring. For example, after two weeks I found shadowing drills to be demotivating and started my session off negatively. This meant that drills were not as effective and my footwork was not executed with enough intensity (1 mark) • after three weeks it was evident that my training partner was not progressing as quickly as I was. During our games at the end of each session I won them quite easily. This led to me becoming frustrated as I felt I wasn't being challenged and my partner became demotivated and didn't try as hard as he had at the start of the programme (1 mark) • during week four my coach adapted my training to make it harder by adding in pressure drills. I was now having to work extremely hard to complete these drills and initially I made lots of mistakes. I was becoming more and more tired and this meant I began to pick up little niggling injuries. (1 mark) • a performer may change the focus of their Development Plan because they have found a new weakness within their performance. This new weakness may become a higher priority and therefore cause the performer to change what they are doing in the Plan to keep improving. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
2.	(a)	<p>Candidates should describe the features or characteristics of the test or tool to gather information on mental factors.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> • the context of where the test is carried out or how the tool is used • when the test is carried out or how the tool is used • the equipment used to administer the test or tool • who is involved in administering the test or tool. <p>For full marks candidates should make four descriptive points relating to the test or tool.</p> <p>Award 1 mark for each point of description or development of a point of description of the test or tool used to gather information on mental factors.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of the test or tool.</p>	4	<p>Examples of acceptable descriptive points</p> <p>A performance profile wheel (PPW) is a tool used to collect information on the mental factor</p> <ul style="list-style-type: none"> • this tool is conducted in isolation away from distraction (1 mark) it is an A4-size piece of paper with a large circle on it. The circle is divided into eight sections and each section is sub-divided into ten segments (1 mark) • each section relates to a different mental factor – concentration, focus under pressure, decision making etc (1 mark) • prior to performance I would rate myself out of 10 in each of the sections (1 = poor and 10 = excellent) (1 mark) • for example if I feel I am strong in relation to decision making I would give myself a rating of 8/10 (1 mark) • on completion I can collate the results of each rating and identify strengths and weaknesses in the mental factor. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
	(b)	<p>Candidates should make judgements – qualitative and/or quantitative – about the value of the test or tool described in 2(a).</p> <p>Candidates must back up their judgements with evidence which substantiates their evaluation.</p> <p>For full marks candidates should make four evaluative points relating to the test or tool.</p> <p>Award 1 mark for each point of evaluation or development of a point of evaluation of the test or tool described in 2(a).</p> <p>Award 0 marks if candidates do not provide an evaluation of the test or tool described in 2(a).</p>	4	<p>Examples of acceptable evaluative points</p> <p>There are benefits and limitations to using a performance profile wheel (PPW)</p> <ul style="list-style-type: none"> • the simple layout means that it is very easy to understand. This allows a wide range of people to use it – from beginners to more experienced performers – without taking too much time to explain (1 mark) • as the results are laid out in a quantitative way it is very straightforward to set achievable targets. If a performer rates themselves 4/10 for concentration during performance then they, along with their coach, can set a target of achieving 6/10 by the end of the PDP (1 mark) • the PPW is easily adapted to suit the individual based on previous performances. A coach can sit down with the individual and discuss specific areas of the mental factor which impact the performer. This leads to a more specific and targeted plan for improving their mental performance (1 mark) • the tool is less valid if the person filling in the PPW is not completely honest in their ratings, making the results invalid, meaning that future decisions made in relation to the PDP may not be beneficial and could result in a lack of progress (1 mark) • as the results are based on subjective thoughts and feelings, the results are not as easily comparable with other performers. Whilst this leads to specific results for each performer it may not highlight strengths and weaknesses across a team or group. (1 mark)

Question	Marking instruction	Max mark	Additional guidance
3.	<p>Candidates should describe the features or characteristics of one type of feedback used to develop emotional factors.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> • verbal • kinaesthetic • written • visual • or any other appropriate type of feedback. <p>Candidates could describe when, where, who by or how the feedback could be used.</p> <p>Candidates can gain full marks whether they answer on a performance, or the performance development process.</p> <p>For full marks candidates should make two descriptive points about one type of feedback.</p> <p>Award 1 mark for each point of description or development of a point of description about one type of feedback.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of one type of feedback.</p>	2	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> • verbal feedback is when someone tells me after training what I have done effectively. (1 mark) A peer who had watched my performance for the whole sequence would give me verbal positive feedback on my confidence (1 mark) • I watched the visual feedback on the tablet while filling in the checklist on the management of my emotions (1 mark) • my whole team listened to the coach give corrective feedback about how we needed to manage our anger in the last few minutes of the competition (1 mark) • my kinaesthetic feedback told me I had enough height in my bounce, giving me confidence to go on and complete my back drop (1 mark) • kinaesthetic feedback is when I feel I have done something right or wrong. (1 mark) For example as soon as the ball left my hand I was anxious because it wasn't going to go in the net. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
4.		<p>Candidates should describe the features or characteristics of two emotional strengths <i>or</i> two development needs.</p> <p>Candidates may describe emotional strengths or development needs in different activities (for example confidence could be a strength in one activity but a weakness in another). This is acceptable provided they describe the strength/development need in that context.</p> <p>Candidates could describe a performer's needs or their own strengths or development needs.</p> <p>Candidates could answer on a performance or the performance development process.</p> <p>For full marks candidates should make two developed descriptive points about the strengths or development needs.</p> <p>Award 2 marks for each developed description of a strength or development need, related to emotional factors.</p>	4	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> the information collected told me that I get anxious when I perform in front of an audience and I don't get involved in the game. (1 mark) I hang back from tackling and allow my opponent to take the ball up the field (1 mark) my development need is that I am fearful when practicing my headspring and I worry about falling and getting injured (1 mark) and often slow down my approach to the springboard in my run up (1 mark) a performer gets angry when they are losing and uses this anger to generate more power in their serve. (1 mark) This would keep the opponent at the back of their court, leaving a gap near the net. (1 mark)

Question			Marking instruction	Max mark	Additional guidance
			<p>Award 1 mark for each basic description of a strength or development need for emotional factors. (a maximum of 2 marks are available if only basic descriptions are provided)</p> <p>Award 0 marks if candidates do not describe the features or characteristics of two emotional strengths or two development needs.</p>		

Question		Marking instruction	Max mark	Additional guidance
5.	(a)	<p>Candidates should analyse the impact of social factors on each of the other three factors during a performance.</p> <p>Each point of analysis must include</p> <ul style="list-style-type: none"> • identification • implication • impact. <p>Candidates can answer on individual and/or team activities.</p> <p>Candidates can base answers on a performer or on themselves.</p> <p>For full marks candidates should make six points of analysis on the impact of social factors on other factors impacting on performance.</p> <p>Award 1 mark for each point of analysis or development of a point of analysis of how social factors can impact on other factors during performance.</p> <p>Award a maximum of 2 marks for each factor, split between physical, emotional and mental.</p> <p>Award 0 marks if candidates do not analyse the impact of social factors on any of the other factors.</p>	6	<p>Examples of acceptable analytical points</p> <ul style="list-style-type: none"> • Impact of social factor (team dynamics) on emotional factor (resilience) <ul style="list-style-type: none"> — poor team dynamics can be the reason why a performer does not recover when they make a mistake. This would explain their lack of commitment to chase back after being dispossessed, as they might feel the team are critical when the performer does something wrong, resulting in them giving up (1 mark) • Impact of social factor on physical factor (strength) <ul style="list-style-type: none"> — in basketball a girl in a mixed team might not be passed to each time she is free, due to a perceived lack of skill. This would generate problems as the rest of the team would need to work harder in offence to keep running and create spaces/passing options, which makes them tire more quickly (1 mark) • Impact of social factor (communication) on mental factor (concentration) <ul style="list-style-type: none"> poor communication can have a negative impact on a player's concentration, for example if the players of a basketball team don't communicate effectively while in defence they might lose focus at key moments and lose who they are marking, resulting in the opposition scoring a basket (1 mark) • Impact of social factor (cooperation) on physical factor (tactics) <ul style="list-style-type: none"> — cooperating with my team mate in basketball can impact positively on our tactics as I understand my role in the team. If I run ahead during a fast break I can receive the ball as I am a passing option for them, which can result in us scoring a basket (1 mark) — cooperating with my team mate in basketball can impact positively on our defensive strategy. I can work with my team to double up on my opposition's best player when they enter my zone, this puts more pressure on the opposition player so they become frustrated and shows itself by them making mistakes (1 mark) • Impact of social factor (team dynamics) on emotional factor (trust) <ul style="list-style-type: none"> — good team dynamics means the team plays well together and ensures that the quarterback has trust in their blockers to stop the opposition tackling them during a play. This means that they are given the time to select the right pass, allowing the quarterback to play the forward pass to a receiver to score a touch-down. (1 mark)

Question	Marking instruction	Max mark	Additional guidance
(b)	<p>Candidates should describe the features or characteristics of one approach to develop social factors.</p> <p>Candidates might describe</p> <ul style="list-style-type: none"> • the context of where the approach was carried out or how the approach was used • when the approach was carried out • the equipment used to carry out the approach • who was involved in the approach. <p>For full marks candidates should make four descriptive points about one approach used to develop social factors.</p> <p>Award 1 mark for each point of description or development of a point of description of one approach used to develop social factors.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of one approach.</p>	4	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> • the approach I used was team building. We did this in our hockey teams in the games hall. We had to complete the fun tasks on the challenge cards given to us by our teacher (1 mark). The first challenge card was to form a human pyramid and take a photo of it with the tablet (1 mark) • conditioned games could be used to make sure girls get involved in a game by making it a rule that before any shot is taken a girl must receive a pass (1 mark) • ice breakers can be used to develop communication and all I need to do is sit back to back with my partner and describe a set of pictures to them without naming the object.(1 mark)

Section 2

Question			Marking instruction	Max mark	Additional guidance
6.	(a)	(i)	<p>Candidates should describe the features or characteristics of a goal they set for one factor.</p> <p>Candidates could describe the time period over which the goal is to be achieved, or the intended outcome or improvement.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of their goal.</p>	1	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> • for the physical factor my goal was to improve my CRE levels to last 90 mins of the football match (1 mark) • for the mental factor my goal was to improve concentration levels to make fewer mistakes in my sequence. (1 mark)
		(ii)	<p>Candidates should explain the reasons why they set the goal described in Q6(a)(i).</p> <p>Candidates should make a point, give evidence of the issue related to that point and then explain why this goal was set.</p> <p>For full marks candidates should make two points of explanation relating to the goal described in Q6(a)(i).</p>	2	<p>Examples of acceptable explanatory points</p> <ul style="list-style-type: none"> • I set this specific goal as I get too tired in the last 15 minutes of the game, meaning I walk more often. This allows the player I'm marking to run past me, maintaining easy possession or goal-scoring position (1 mark) • making fewer mistakes would allow me to complete my sequence with fluency and control enabling me to score higher marks overall. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
		<p>Award 1 mark for each point of explanation or development of a point of explanation relating to the goal described in Q6(a)(i).</p> <p>Award 0 marks if candidates do not explain the reasons why they would set the goal or give an explanation that does not relate to Q6(a)(i).</p>		
	(iii)	<p>Candidates should describe the features or characteristics of one approach.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> • the context of where the approach is carried out • when the approach is carried out • how the approach is used • the equipment used to carry out the approach • who is involved in assisting carrying out the approach. <p>For full marks candidates should make two points of description of an approach that could be used to achieve the goal described in Q6(a)(i).</p> <p>Award 1 mark for each point of description or development of a point of description of an approach.</p> <p>Award 0 marks if candidates do not describe an approach or describe an approach that does not relate to the goal described in Q6(a)(i).</p>	2	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> • an approach I used to develop my CRE was continuous training by running without stopping for twenty minutes (1 mark) • I used the trigger word ‘now’ to bring my mind instantly back to concentrate during a free pass. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
	(b) (i)	<p>Candidates should describe the features or characteristics of a goal they set for one factor.</p> <p>Candidates could describe the time period over which the goal is to be achieved, or the intended outcome or improvement.</p> <p>Award 0 marks if candidates do not describe the features or characteristics of their goal.</p>	1	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> for the emotional factor my goal was to obtain fewer bookings over the season for arguing with the referee (1 mark) for the social factor my goal was to always call for the ball in each volleyball game. (1 mark)
	(ii)	<p>Candidates should explain the reasons why they set the goal described in Q6(b)(i).</p> <p>Candidates should make a point, give evidence of the issue related to that point and then explain why this goal was set.</p> <p>For full marks candidates should make two points of explanation relating to the goal described in Q6(b)(i).</p> <p>Award 1 mark for each point of explanation or development of a point of explanation relating to the goal described in Q6(b)(i).</p> <p>Award 0 marks if candidates do not explain the reasons why they would set the goal or give an explanation that does not relate to Q6(b)(i).</p>	2	<p>Examples of acceptable explanatory points</p> <ul style="list-style-type: none"> by getting fewer bookings over the course of the season I could measure my improvement in controlling my anger. This would mean that I will not pick up any suspensions, and mean less disruption to my team in upcoming games (1 mark) by calling for the ball each time in offence, there would be less confusion and we would be able to cover all areas of the court to build an attack. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
	(iii)	<p>Candidates should describe the features or characteristics of one approach.</p> <p>Candidates could describe</p> <ul style="list-style-type: none"> • the context of where the approach is carried out • when the approach is carried out • how the approach is used • the equipment used to carry out the approach • who is involved in assisting carrying out the approach. <p>For full marks candidates should make two points of description of an approach that could be used to achieve the goal described in Q6(b)(i).</p> <p>Award 1 mark for each point of description or development of a point of description of an approach.</p> <p>Award 0 marks if candidates do not describe an approach or describe an approach that does not relate to the goal described in Q6(b)(i).</p>	2	<p>Examples of acceptable descriptive points</p> <ul style="list-style-type: none"> • I took four deep breaths in and counted to four as I slowly breathed out in a situation where I wanted to shout at the referee (1 mark) • during my communication drills I had to call the name of the person I was going to pass to, before I passed. (1 mark)

Section 3

Question		Marking instruction	Max mark	Additional guidance
7.	(a)	<p>Candidates should analyse reasons why this performance may have been impacted by physical factors.</p> <p>Each point of analysis must include</p> <ul style="list-style-type: none"> • identification • implication • impact. <p>For full marks candidates should make four points of analysis of the impact of physical factors on the performance with reference to the quantitative results in the table.</p> <p>Award 1 mark for each point of analysis or development of a point of analysis of how physical factors may have impacted this performance.</p> <p>Award 0 marks if candidates do not analyse the quantitative results in the table.</p>	4	<p>Examples of acceptable analytical points</p> <ul style="list-style-type: none"> • using a repertoire of skills could have had positive impact on this performance as they scored 5/10 marks. In a game of badminton this would suggest that sometimes in the match they used some skills such as overhead clear, smash, drop shot and net lift, allowing them to win some points by moving the opponent around the court to exploit the spaces, and so be given half marks (1 mark) • there is clearly room for improvement in the performer’s repertoire of skills in badminton as the table identifies that they did not achieve full marks, only receiving 5/10. This might suggest they cannot play difficult strokes such as backhand clear, net tumble or flick serves making it easy for the opponent to return the shuttle (1 mark) • scoring 10/10 for control and fluency would point to the performer having no problems controlling the football when dribbling up field and keeping possession when required to beat any oncoming tackles (1 mark) • scoring so highly for fluency implies the performer would be using their skills in table tennis with little effort, making it easy as they played forehand drives around the table to keep the opponent under pressure. (1 mark)

Question		Marking instruction	Max mark	Additional guidance
	(b)	<p>Candidates should analyse reasons why this performance may have been impacted by mental factors.</p> <p>Each point of analysis must include</p> <ul style="list-style-type: none"> • identification • implication • impact. <p>For full marks candidates should make four points of analysis of the impact of mental factors on the performance with reference to the quantitative results in the table.</p> <p>Award 1 mark for each point of analysis or development of a point of analysis of how mental factors may have impacted this performance.</p> <p>Award 0 marks if candidates do not analyse the quantitative results in the table.</p>	4	<p>Examples of acceptable analytical points</p> <ul style="list-style-type: none"> • 1/10 highlights that decision-making is a weakness. This could mean that after a scrum, the scrum half decided to run too many times instead of passing and ended up being easily tackled by the flanker, resulting in the loss of possession (1 mark) • scoring 7/10 illustrates that the performer may have been able to concentrate effectively throughout the majority of the hockey match. This could explain why they didn't give away any foot fouls which would keep their team in possession more (1 mark) • however, in a game of football, a mark of 1/10 could mean that the performer often selected the wrong pass, for example the long ball instead of a short pass to the closest player. This could suggest that there were few chances to attack as the performer couldn't link effectively with their team mates (1 mark) • concentration is generally good during the performance. The performer scores highly which demonstrates that they were concentrating on the race most of the time. However, nearing the end of the 800m they had a lapse and allowed another runner to move up the inside, costing them a place (1 mark)

[END OF SPECIMEN MARKING INSTRUCTIONS]