



National
Qualifications
2025

2025 Physical Education

Higher

Question Paper 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)		Candidates should describe the features or characteristics of one method used to collect quantitative information on physical factors. For full marks candidates should make four points of description about one method used to collect quantitative information on physical factors. Award 1 mark for each point of description or development of a point of description about one method used to collect quantitative information on physical factors. Award 0 marks if candidates do not describe the features or characteristics of one method used to collect quantitative information on physical factors.	4	Examples of acceptable descriptive points: - the multistage fitness test has two cones placed 20m apart (1 mark) - the performer would then stand on the first line and after listening to the instructions he would jog slowly to the opposite line (1 mark) - if the performer did not make it to the line before the 2nd bleep they were out of the test (1 mark) - throughout the test the time between the bleeps got shorter and the performer had to run faster (1 mark) - your partner will watch your performance and put tally marks in each of the boxes for each skill (1 mark) - the observer put an X on the scattergram to show where the shuttle had landed. (1 mark) Candidates can describe any method that produces statistical/numerical/measurable data such as standardised fitness tests, observation schedules, scatter grams and performance profile wheels.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Candidates should describe the features or characteristics of a different method used to collect qualitative information on physical factors. For full marks candidates should make two points of description about a different method used to collect qualitative information on physical factors. Award 1 mark for each point of description or development of a point of description about a different method used to collect qualitative information on physical factors. Award 0 marks if candidates do not describe the features or characteristics of a different method used to collect qualitative information on physical factors.	2	Examples of acceptable descriptive points: • my coach would stand at the side of the court and watch my performance, whilst writing down comments (1 mark) • they would take notes on my movement into space and my technique when catching the ball (1 mark) • in my training diary I wrote 'my CRE is poor and I began to tire towards the end of the game' (1mark) • the GOS had 3 options to score from which were 'very effective fairly effective and ineffective' (1 mark) • using the PPW I reflected on my performance and shaded in 6 boxes for accuracy. (1 mark) Candidates can describe any method that requires judgement/opinion such as coach/peer feedback, observation schedules and performance profile wheels.

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain the reason(s) for using a combination of qualitative and quantitative information to identify development needs for physical factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the reason(s) for using a combination of qualitative and quantitative information to identify development needs for physical factors. For full marks candidates should make two points of explanation about the reason(s) for using a combination of qualitative and quantitative information to identify development needs for physical factors. Award 1 mark for each point of explanation or development of a point of explanation about the reason(s) for using a combination of qualitative and quantitative information to identify development needs for physical factors. Award 0 marks if candidates do not explain the reason(s) for using a combination of qualitative and quantitative information to identify development needs for physical factors.	2	Examples of acceptable explanatory points: • I used a combination of qualitative and quantitative information because the qualitative backs up the quantitative data. Eg I get numbers in quantitative, and this is backed up with more detail in qualitative. The impact of this is that I know exactly where my strengths and weakness are to select the correct approached to improve (1 mark) • using a combination identifies my development needs which makes the data more reliable. The comments from my coach feedback can be confirmed by the data from my standard test score. This means our data is more accurate to set SMART goals for our PDP (1 mark) • peer feedback told me I had poor skill level but when I completed the time related GOS I saw that my skill level was only poor late in the game and CRE was my main problem. By comparing the data I could then prioritise my biggest weakness of CRE to focus my PDP on (1 mark) • the GOS gave me statistical evidence of my biggest weakness, and the FOS allowed me to evaluate which part of the skill was my weakness. This meant I could specifically focus on the action phase for my first session. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		Candidates should explain the possible impact of social factors on: • mental factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the possible impact of social factors on mental factors. For full marks candidates should make one point of explanation in relation to the possible impact of social factors on mental factors. Award 0 marks if candidates do not explain the possible impact of social factors on mental factors.	1	Examples of acceptable explanatory point: • poor communication can lead to poor decision making. Eg in netball my team and I never talked to each other on court. This means that I sometimes decide to pass the ball when my teammate isn't ready to receive it and we lose possession as I thought she wanted the ball when she didn't (1 mark) • our high levels of etiquette as a team impact our concentration because we did not get caught up in silly arguments with the opposition when the ball went out of play. Instead, we remained focused on which player was in the best place to receive the next pass allowing us to overload in attack. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Candidates should explain the possible impact of social factors on: emotional factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the possible impact of social factors on emotional factors. For full marks candidates should make one point of explanation in relation to the possible impact of social factors on emotional factors. Award 0 marks if candidates do not explain the possible impact of social factors on emotional factors.	1	Examples of acceptable explanatory point: - having good relationships with teammates had a positive effect on everyone's confidence. This meant that when someone in the team made a silly mistake, such as knocking on a ball in rugby, we didn't start shouting. Instead, we encouraged them and supported them to try better the next time. This meant they were more confident to pass the ball wide to break the line in the next attack (1 mark) - poor etiquette had a negative impact on my anger. Eg the other team refused to put the ball out of play when my teammate was injured. This made me really angry, and I made an aggressive tackle on the opponent, resulting in me being sent off. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain the possible impact of social factors on: physical factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the possible impact of social factors on physical factors. For full marks candidates should make one point of explanation in relation to the possible impact of social factors on physical factors. Award 0 marks if candidates do not explain the possible impact of social factors on physical factors.	1	Examples of acceptable explanatory point: - role and responsibility had a negative impact on my partner's skill development. Eg in a badminton PDP my role was to feed accurate shuttles during a feeder drill however I could not do this. This resulted in my partner not having many opportunities to practice his overhead clear and improve (1 mark) - the environment had a negative impact on speed. Eg in football the pitch was wet and slippery. This meant when I was chasing a through ball I could not run as fast as usual resulting in the through ball going out for a throw in and us losing possession (1 mark) - communication can have a positive impact on my team tactics in netball. My centre told the wing attack to 'stay out wide'. This meant space was created around the shooting circle, allowing the goal attack to drive into the circle and receive a pass from the centre. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
3.	(a)		Candidates should describe the features or characteristics of one approach used to develop social factors. For full marks candidates should make three points of description about one approach used to develop social factors. Award 1 mark for each point of description or development of a point of description about one approach used to develop social factors. Award 0 marks if candidates do not describe the features or characteristics of one approach used to develop social factors.	3	Examples of acceptable descriptive points: • for teambuilding our teacher gave us a series of problems that we had to first discuss with our team and then had 5 minutes to complete (1 mark) • eg, we must get from one end of the hall to the other on 2 benches without touching the floor (1 mark) • we did this by all standing on the front bench and then working together to pass the back bench all the way to the front (1 mark) • the team captain begins the team talk with a positive comment about how the game is going. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Candidates should evaluate the effectiveness of the approach described in 3(a). Candidates must back up their judgements with evidence which substantiates their evaluations. For full marks candidates should make two evaluative points about the effectiveness of the approach described in 3(a). Award 1 mark for each point of evaluation or development of a point of evaluation about the effectiveness of the approach described in 3(a). Award 0 marks if candidates do not provide an evaluation of the effectiveness of the approach described in 3(a).	2	Examples of acceptable evaluative points: - the team building approach was effective as there was a range of games the teacher gave us to complete such as human knot and bench games. When we were getting a little bit bored of one, we would change the game or groups which kept everyone interested and keen to try out the new task, improving relationships (1 mark) - the team building games were effective because everyone had to speak to solve the task which improved our communication. This benefitted us in the next match as we were comfortable telling teammates where to pass and move to, allowing us to move the ball up the court quickly. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
4.	(a)		Candidates should explain the positive impact emotional factors could have on the performance development process. Candidates should make a point, give evidence of the issue related to that point, and then explain the positive impact emotional factors could have on the performance development process. For full marks candidates should make two points of explanation in relation to the positive impact emotional factors could have on the performance development process. Award 1 mark for each point of explanation or development of a point of explanation about the positive impact emotional factors could have on the performance development process. Award 0 marks if candidates do not explain the positive impact emotional factors could have on the performance development process.	2	Examples of acceptable explanatory points: • my control of my anger meant that during a session when some of my teammates did not understand the drill and kept running to the wrong cone, causing the drill to break down, I did not lose my temper. Instead, I would take control and do a demonstration of what should be happening so that they could copy me for the next time (1 mark) • with improved confidence I could try my back somersault in training without the crash mat being thrown in. This gave me the chance to add on the next skill after landing and so I experienced the skill being performed within the routine and not just on its own. (1 mark) • anger could have a positive impact on your PDP. I may be disappointed or angry at my current fitness levels. This could spark more determination because you want to improve. This means you will push harder in your PDP to develop your fitness. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(b)	(i)	Candidates are expected to describe features or characteristics of one short-term goal for emotional factors. For full marks candidates should describe one short-term goal for emotional factors. Award 0 marks if candidates do not describe one short-term goal for emotional factors.	1	Examples of acceptable descriptive points: • I wanted to not get cautioned due to arguing with the referee in the next game (1 mark) • I aim to not have fear when landing my front somersault in the next session. (1 mark)
		(ii)	Candidates are expected to describe the features or characteristics of one long-term goal for emotional factors. For full marks candidates should describe one long-term goal for emotional factors. Award 0 marks if candidates do not describe one long-term goal for emotional factors.	1	Examples of acceptable descriptive points: • I wanted to not get cautioned due to arguing with the referee for the whole season (1 mark) • I aim to improve my confidence in the PPW from 2 to 5 by the end of the season. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain two reasons for resetting goals for emotional factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the reasons for resetting goals for emotional factors. For full marks candidates should make two points of explanation in relation to the reasons for resetting goals for emotional factors. Award 1 mark for each point of explanation or development of a point of explanation about the reasons for resetting goals for emotional factors. Award 0 marks if candidates do not explain the reasons for resetting goals for emotional factors.	2	Examples of acceptable explanatory points: • one reason for resetting goals is because I achieved my goal quicker than expected. Eg I improved my confidence to a good level halfway through my PDP. This meant I could reset my goal and focus on trust in teammates, helping me to develop other areas and become an all-round better player (1 mark) • my goals may have been too ambitious and so I lost the motivation to keep trying to push on when there was no difference to the way I felt. Resetting them gave me the appropriate level of challenge in each session and meant I began to improve. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
5.			Candidates should explain two development principles that could be considered when producing a Personal Development Plan for mental factors. Candidates should make a point, give evidence of the issue related to that point, and then explain two development principles that could be considered when producing a Personal Development Plan for mental factors. For full marks candidates should make two points of explanation in relation to two development principles that could be considered when producing a Personal Development Plan for mental factors. Award 1 mark for each point of explanation or development of a point of explanation about two development principles that could be considered when producing a Personal Development Plan for mental factors. Award 0 marks if candidates do not explain two development principles that could be considered when producing a Personal Development Plan for mental factors.	2	Examples of acceptable explanatory points: • a principle for mental approaches is time. It is important when using an approach such as imagery, that the necessary time is taken to get a clear vivid, positive image which is repeated over and over again. If too short a time is spent on mental imagery, then there will be little improvement to performance (1 mark) • it is important to consider keeping training for mental factors specific to the activity being developed. Using imagery in the same way in training as you would in a game means in real situations in the game you will be able to recall the necessary images right away to use at the penalty kick to ensure you score (1 mark) • I had to consider variety in my PDP for mental factors. Eg I ensured my PDP was full of different approaches, so I wasn't doing the same ones all the time. This meant I never got bored, so I continued to work hard and improve my decision making. (1mark)

Question			Expected response(s)	Max mark	Additional guidance
6.	(a)		Candidates should describe the features or characteristics of two types of feedback that could be used when developing mental factors. For full marks candidates should make four points of description about two types of feedback that could be used when developing mental factors. Award 1 mark for each point of description or development of a point of description about two types of feedback that could be used when developing mental factors. Award 0 marks if candidates do not describe two types of feedback that could be used when developing mental factors.	4	Examples of acceptable descriptive points: • after watching my performance my coach sat me down and told me what I did well (1 mark). • he told me I should look at where my opponent was standing so I could play the shot into a space (1 mark) • written feedback is when my peer wrote down areas I had to improve on for the mental factor and gave it to me after my session (1 mark) • extrinsic feedback is when my teacher watched my performance then told me to concentrate on the flight of the shuttle. (1 mark) If a candidate only describes one type of feedback, they can only access a maximum of 3 marks.

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Candidates should explain what should be considered when receiving and/or giving feedback on mental factors. Candidates should make a point, give evidence of the issue related to that point, and then explain what should be considered when receiving and/or giving feedback on mental factors. For full marks candidates should make four points of explanation in relation to what should be considered when receiving and/or giving feedback on mental factors. Award 1 mark for each point of explanation or development of a point of explanation about what should be considered when receiving and/or giving feedback on mental factors. Award 0 marks if candidates do not explain what should be considered when receiving and/or giving feedback on mental factors.	4	Examples of acceptable explanatory points: • when receiving feedback, it is important to trust the information. This means that even though you may not fully agree with what your coach is suggesting, you must accept this as they are experts in the sport, and they will help you improve (1 mark) • You should consider giving feedback in small chunks. This helps the person who is getting the feedback be able to understand it and not get overwhelmed by what they're being told. They are then able to do everything they are asked to do and improve (1 mark) • specific details like 'don't lose your opponent in the last five minutes of the match' and not just 'improve your concentration' on a feedback sheet will help the performer because they will know when in a game, they lost focus and will be able to try to stop that happening again in the next match (1 mark) • when receiving feedback, it is important to receive it immediately. Eg my coach told me areas to focus on during my session which meant it was fresh in my head and could act on it there and then to make progress during the session. (1 mark)

SECTION 2

Question			Expected response(s)	Max mark	Additional guidance
7.	(a)		Describe the features or characteristics of one strength and one development need for one factor at the start of a PDP. For full marks candidates should make two points of description, of one strength and one development need for one factor at the start of a PDP. Award 1 mark for each point of description or development of a point of description about one strength and one development need for one factor at the start of a PDP. Award 0 marks if candidates do not describe the features or characteristics of one strength and one development need for one factor at the start of a PDP.	2	Examples of acceptable descriptive points: • my strength is being able to stay motivated and keep moving into space even when going behind in the match (1 mark) • my strength is that my dig is high and goes towards the setter 70% of the time (1 mark) • my development need was my CRE as I could not make attacking runs towards the end of the game (1 mark) • my development need was communication as I never shout at teammates telling them they have a man on (1 mark) • I have good confidence and scored 8/10 in the ppw compared to the model performer with 9/10 (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Describe the features or characteristics of one strength and one development need for a different factor at the start of a PDP. For full marks candidates should make two points of description, of one strength and one development need for a different factor at the start of a PDP. Award 1 mark for each point of description or development of a point of description about one strength and one development need for a different factor at the start of a PDP. Award 0 marks if candidates do not describe the features or characteristics of one strength and one development need for a different factor at the start of a PDP.	2	Examples of acceptable descriptive points: • my strength was my high serve which went high and close to the rear tramline (1 mark) • in hockey my strength was cooperating. When my winger had the ball, I made overlapping runs from full back to receive the ball (1 mark) • my reverse stick passing was my weakness as it lacked any power, and it was often intercepted (1 mark) • my development need was to not get angry and shout out when I disagree with the referee's decision. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
8.	(a)		Candidates are expected to identify two changes they made to their PDP. For full marks candidates should identify two changes they made to their PDP. Award 1 mark for the identification of a change made to their Personal Development Plan for one factor. Award 0 marks if candidate does not identify a change made to their Personal Development Plan for one factor.	2	Examples of acceptable responses: • I changed my approaches (1 mark) • I chose a different partner (1 mark) • I increased the frequency (1 mark) • I shortened my session. (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Candidates should evaluate the impact of the changes identified in (a) on performance development. Candidates must back up their judgements with evidence which substantiates their evaluations. For full marks candidates should make two evaluative points about the impact of the changes identified in (a) on performance development. Award 1 mark for each point of evaluation or development of a point of evaluation about the impact of the changes identified in (a) on performance development. Award 0 marks if candidates do not provide an evaluation of the impact of the changes identified in (a) on performance development.	2	Examples of acceptable evaluative points: • changing my training partner was effective. My new partner had clearer communication telling me to aim for the backboard. This was effective as I could clearly understand what areas of my layup to focus on, helping me improve this skill becoming more consistent (1 mark) • changing the approach was effective. I was doing a shadow practise which was too easy resulting in it becoming boring and repetitive. Moving to a conditioned game was more challenging which resulted in me increasing my effort levels to develop my skills and try harder (1 mark) • changing from training by myself to with a friend was good. When I was alone, I wanted to give up but with a friend there I was motivated to try and compete with them. This pushed me to work harder and meant I made more progress in my PDP (1 mark) • changing the approach was ineffective. I moved from doing a target practise to conditioned games too quickly. This slowed my progress as the approach was too advanced for my ability level causing me to become angry and frustrated and taking it out on my training partners. (1 mark)

SECTION 3

Question			Expected response(s)	Max mark	Additional guidance
9.	(a)		Candidates should analyse why the performance demands for emotional factors in table 1 are required within an individual activity. Each point of analysis must include: • identification • implication • impact. For full marks candidates should make two points of analysis about why the performance demands for emotional factors in table 1 are required within an individual activity. Award 1 mark for each point of analysis or development of a point of analysis about why the performance demands for emotional factors in table 1 are required within an individual activity. Award 0 marks if candidates do not analyse why the performance demands for emotional factors in table 1 are required within an individual activity.	2	Examples of acceptable analytical points: • control of fear is required in individual activities because you have only yourself as support when playing table tennis singles. This means when my service is constantly returned with so much top spin meaning I can't even play it and I get scared that I'm going to give away my advantage each time when I serve. This leads to me being so nervous that I tense up every shot and my accuracy suffers (1 mark) • a performer playing singles badminton could get angry at themselves when things go wrong like hitting the shuttle into the net. This implies the player should use his 'trigger word' approach to try to regain focus and minimise the anger he feels as no one else can do that for him. The impact of this is if he can't do it on his own then he will most likely continue to make more mistakes resulting in them ultimately losing the game. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
9.	(b)		Candidates should analyse why the performance demands for social factors in table 2 are required within a team/group activity. Each point of analysis must include: • identification • implication • impact. For full marks candidates should make two points of analysis about why the performance demands for social factors in table 2 are required within a team/group activity. Award 1 mark for each point of analysis or development of a point of analysis about why the performance demands for social factors in table 2 are required within a team/group activity. Award 0 marks if candidates do not analyse why the performance demands for social factors in table 2 are required within a team/group activity.	2	Examples of acceptable analytical points: • a central midfielder needs to carry out their role in defence and attack when part of a football team. The implication of this is if they don't track back when the team loses the ball then gaps are left for the opponents to exploit as there is space for the opposition players to move into to receive a pass. The impact is they can open our defence with a penetrating pass to create scoring opportunities (1 mark) • by cooperating with each other in a dance, each performer will be aware of where the others are as they move forward on the stage while turning. This ensures that anyone who loses their 'line' is able to re-adjust without banging into someone else keeping the dance looking as pleasing as possible and scoring high marks from the judges (1 mark) • effective cooperation and communication are required when performing in a group activity. If you don't communicate, your team won't know what to do when you have the ball meaning you could pass to someone without saying their name. This could mean as they're not paying attention, they miss the ball and lose possession for their team. (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
10.	(a)		Candidates should describe the features or characteristics of one approach which could be used to develop these emotional factors for an individual activity. For full marks candidates should make four points of description of one approach which could be used to develop emotional factors for an individual activity. Award 1 mark for each point of description or development of a point of description of one approach which could be used to develop emotional factors for an individual activity. Award 0 marks if candidates do not describe the features or characteristics of one approach which could be used to develop emotional factors for an individual activity.	4	Examples of acceptable descriptive points: • visualisation could be used to prepare the performer for a dance performance where they would sit at the side of the stage and run through the whole dance in their head (1 mark) • snapping is where the performer has a rubber band on their wrist and snaps it when they get angry (1 mark) • trigger words can be used by a performer when they feel they are losing control of their emotions in a high-pressured situation by saying a phrase to yourself (1 mark) Eg 'you can do it' (1 mark) • I took 3 deep breaths in through my nose for 5 seconds. (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Candidates should explain the importance of monitoring the use of the approach described in (a) when developing emotional factors. Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of monitoring the use of the approach described in (a) when developing emotional factors. For full marks candidates should make two points of explanation in relation to the importance of monitoring the use of the approach described in (a) when developing emotional factors. Award 1 mark for each point of explanation or development of a point of explanation about the importance of monitoring the use of the approach described in (a) when developing emotional factors. Award 0 marks if candidates do not explain the importance of monitoring the use of the approach described in (a) when developing emotional factors.	2	Examples of acceptable explanatory points: • monitoring the use of the approach provides a lot of detail on when, where and how long I did my deep breathing for and so I had to keep monitoring these elements in case I had to make any changes to any future sessions. This would give my training the best chance of being successful in improving my confidence levels going into a game (1 mark) • it is important to monitor the approach, so I know it is working. Eg if my snapping was not working then I could recognise this and change the approach to imagery. This means that I'm not wasting time on ineffective approaches, and I am making progress. (1 mark)

[END OF MARKING INSTRUCTION]