



National
Qualifications
2026

2026 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 information on social factors. For full marks candidates should make four points of description about one method used to collect information on social factors. Award 1 mark for each point of description or development of a point of description about one method used to collect information on social factors. Award 0 marks if candidates do not describe a method used to collect information on social factors.	4	Examples of acceptable descriptive points: • a social questionnaire is a set of 14 open questions used to highlight positive and negative relationships within a team (1 mark) • the social questionnaire had 30 questions eg ‘do you communicate with your teammates?’ (1 mark) • there were 4 options to score your answer, ‘always, usually, sometimes, never’ (1 mark) • I played two ten minute games against opponents of similar ability. As soon as I finished these games I went to the classroom to fill out the social questionnaire (1 mark) • we were put into teams of similar ability for games and immediately after we completed the social profile wheel in a quiet space (1 mark) • the social observation schedule had a list of social factors down the side eg communication (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Candidates should explain why the method described in part (a) is suitable for collecting information on social factors. Candidates should make a point, give evidence of the issue related to that point, and then explain why the method described in part (a) is suitable for collecting information on social factors. For full marks candidates should make three points of explanation in relation to why the method described in part (a) is suitable for collecting information on social factors. Award 1 mark for each point of explanation or development of a point of explanation in relation to why the method described in part (a) is suitable for collecting information on social factors. Award 0 marks if candidates do not explain why the method described in part (a) is suitable for collecting information on social factors.	3	Examples of acceptable explanatory points: • one way this method was suitable is because it allowed me to identify my strengths and weaknesses. Eg I could clearly see my score for the task cohesion questionnaire was just 22 and needed improving. This meant I could identify what I needed to work on and could plan a specific PDP (1 mark) • the social ppw is a permanent record. This means it can be kept and used to compare with later tests. This means the player can identify whether their PDP has been effective or not depending if improvement has occurred (1mark) • the questionnaire helped me pick out what I had to work on because its language was easy and just asked a specific question which had 2 possible answers, yes or no. This meant I could easily tally up my yes answers and no answers to find my overall weakness (1 mark) • the communication test is suitable as I get a quantitative score at the end of it. Therefore I can set a SMART goal which is easy to compare at a later date to track progress (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain one potential challenge of using the method described in part (a). Candidates should make a point, give evidence of the issue related to that point, and then explain the potential challenge of using the method described in part (a). For full marks candidates should make one point of explanation in relation to the potential challenge of using the method described in part (a). Award 0 marks if candidates do not explain the potential challenge of using the method described in part (a).	1	Examples of acceptable explanatory points: • another problem of the questionnaire was that it asked 30 questions. This meant that a wide range of social factors were investigated. This meant that I had to try and consider all of the areas of strengths and weaknesses to find which one was the weakest overall even though the scores were similar meaning I might choose the wrong thing to work on (1 mark) • using the social factors questionnaire could be a challenge as some people may not understand some of the questions. This leads to them guessing a few answers which means the SFQ could be inaccurate. This could cause the wrong weaknesses to be identified and a less effective PDP being planned (1 mark) • one challenge of using the communication questionnaire is that it was completed in a noisy classroom. This meant I was distracted and didn't fill it out correctly leading to unreliable results (1 mark) • playing against opponents that were not of a similar ability could be a challenge of the team dynamics questionnaire. Because the other team were much better than us and we were getting beat by a lot, we started arguing and falling out with teammates. This meant when filling out the questionnaire afterwards, my score was really low causing us to think team dynamics was a weakness (1 mark) Candidates should not be awarded marks for a flipped response from 1 (b)

Question			Expected response(s)	Max mark	Additional guidance
2.	(a)		Candidates should describe the features or characteristics of one approach used to develop mental factors during performance development. For full marks candidates should make four points of description of one approach used to develop mental factors. Award 1 mark for each point of description or development of a point of description of one approach used to develop mental factors. Award 0 marks if candidates do not describe one approach used to develop mental factors.	4	Examples of acceptable descriptive points: • mental imagery is an approach to develop mental factors. To do this I would find a quiet space on my own and close my eyes (1 mark) • I would picture in my head my dance routine, visualising all my moves from start to finish (1 mark) • to improve my decision making I introduced active defenders by making it a 3v2 (1 mark) • I repeated the same phrase 'I can do it' (1 mark) • holding a breath for 2 seconds, I would then breath out through my mouth for 5 seconds (1 mark) If candidates state during performance context-they cannot access marks
	(b)		Candidates should evaluate the use of the approach described in part (a) during 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 approach described in (a). Award 1 mark for each point of evaluation or development of a point of evaluation about the approach described in part (a). Award 0 marks if candidates do not evaluate the approach described in (a).	2	Examples of acceptable evaluative points: • using the mental imagery during training was challenging because I needed a quiet place where I could carry out my approach. This wasn't always possible because there were people doing positive self-talk and I could hear them. This interrupted my train of thought meaning I couldn't get myself into the right mind set (1 mark) • deep breathing was effective. I had to concentrate on my breathing technique for a full 2 minutes before my repetition drill which made me forget about my anxiety. This meant I was not worried about making mistakes in front of my training partners and I could focus on improving my arm action technique (1 mark) • I found snapping to be effective. The evidence for this is that I snapped the rubber band during training games whenever I made a poor decision such as playing a drop shot when my opponent was at the front of the court. This helped me refocus due to the pain which encouraged me to make better decisions (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(c)	Candidates should evaluate the potential impact of the approach described in part (a) on overall performance. Candidates must back up their judgements with evidence which substantiates their evaluations. For full marks candidates should make two evaluative points about the approach described in (a). Award 1 mark for each point of evaluation or development of a point of evaluation about the approach described in part (a). Award 0 marks if candidates do not evaluate the approach described in (a).	2	Examples of acceptable evaluative points: • mental imagery was effective as I could do it anywhere. This meant that I could do it whilst I was waiting my turn at the side of the stage before I was about to dance. This allowed me to feel calmer and perform better as I had gone over the dance several times in my head before I went on the stage to do it live (1 mark) • mental imagery was ineffective during my football match. I tried to picture my penalty kick in my head before I took it. However, there were too many distractions on the pitch, especially the opposition team who were trying to put me off. This meant I was not relaxed and not focussed on my technique. I opened my foot too much and placed the ball wide of the goal (1 mark) • visualisation had a positive impact because it helped me block out distractions directly before my vault. This mean I was able to run through the vault repeatedly which led to me performing better as I had improved my focus right before performing (1 mark) • positive self-talk was effective in my badminton match. The evidence is the phrase of ‘keep working hard’ made me more motivated so even when I was losing I chased down every shot (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
3.	(a)		Candidates should explain why the following should be considered when creating a Personal Development Plan for physical factors: time allocation Candidates should make a point, give evidence of the issue related to that point, and then explain why time allocation should be considered when creating a Personal Development Plan for physical factors. For full marks candidates should make two points of explanation in relation to why time allocation should be considered when creating a Personal Development Plan for physical factors. Award 1 mark for each point of explanation or the development of a point of explanation in relation to why time allocation should be considered when creating a Personal Development Plan for physical factors. Award 0 marks if candidates do not explain why time allocation should be considered when creating a Personal Development Plan for physical factors.	2	Examples of acceptable explanatory points: - time allocation should be considered to make sure you do not overtrain or cause injury. It is important that physical fitness sessions are kept to a particular length of time otherwise you may carry out too many sets or repetitions and run the risk of causing an injury. Eg I trained for 2 hours instead of my planned hour, I pushed in extra reps and pulled my hamstring (1 mark) - time allocation should also be considered so that enough time is allowed to see progress. If trying to improve CRE, it is important that at least 6 weeks of training is allocated to the length of the PDP. This will allow sufficient time for the body to adapt to the stress of the approaches and for improvement to be noticed (1 mark) - time allocation needs to be considered because if I train first thing in the morning I will be too tired to concentrate. This means I won't focus on the feedback from my coach which could slow my progress (1 mark) - I need consider allocation of time to rest. Eg after a hard plyometrics session I need a days rest to recover so I can make maximum progress in my next session (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Candidates should explain why the following should be considered when creating a Personal Development Plan for physical factors: • maintenance of strengths Candidates should make a point, give evidence of the issue related to that point, and then explain why maintenance of strengths should be considered when creating a Personal Development Plan for physical factors. For full marks candidates should make one point of explanation in relation to why maintenance of strengths should be considered when creating a Personal Development Plan for physical factors. Award 0 marks if candidates do not explain why maintenance of strengths should be considered when creating a Personal Development Plan for physical factors.	1	Examples of acceptable explanatory points: • by keeping my strengths ticking over, it meant I didn't lose all of the things I was good at while concentrating on my weaknesses. This means when I had improved my weakness, my overall game would be stronger because I hadn't lost some skill because of lack of practice (1 mark) • maintaining my strengths will keep me motivated. For example in hockey I was developing the reverse hit through repetition drills but I also maintained my strengths of sweeps through conditioned games. This meant I didn't become bored/demotivated from constantly working on my weakness (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain why the following should be considered when creating a Personal Development Plan for physical factors: specificity Candidates should make a point, give evidence of the issue related to that point, and then explain why specificity should be considered when creating a Personal Development Plan for physical factors. For full marks candidates should make one point of explanation in relation to why specificity should be considered when creating a Personal Development Plan for physical factors. Award 0 marks if candidates do not explain why specificity should be considered when creating a Personal Development Plan for physical factors.	1	Examples of acceptable explanatory points: - specificity allows me to select the right approaches for my weakness. For example doing repetition drills for my spike. This means I will make progress as the training is suited to me and my needs which allows me to reach my goals (1 mark) - specificity should be considered so that my training is suited to my ability. For example I chose to do mainly shadow and slow paced repetition drills for my OHC. This meant I could focus clearly on my technique, whereas combination drills would be too complex for me (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
4.			Candidates should explain the possible impact physical 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 potential impact physical factors could have on the performance development process. For full marks candidates should make four points of explanation in relation to the potential impact physical factors could have on the performance development process. Award 1 mark for each point of explanation or development of a point of explanation in relation to the potential impact physical factors could have on the performance development process. Award 0 marks if candidates do not explain the potential impact physical factors could have on the performance development process.	4	Examples of acceptable explanatory points: • good speed had a positive impact on my dig PDP. This means I am able to quickly get to the ball's landing point and prepare myself to play the dig. This allows more time to think about where I am aiming and also allows more opportunity to practise this skill during training (1 mark) • accuracy is very important during a square passing drill in hockey. Due to my poor accuracy, I kept passing the ball away from the next person in the square. This caused the drill to slow down as they had to take extra touches to get the ball under control. This meant the passing drill could not be played at the intensity we wanted (1 mark) • lack of power in my feed meant that I did not hit the shuttle high enough to my training partner. This meant that my partner did not have time to get under the shuttle and play their overhead clear shot. Instead, they had to hit it back with a bent arm as it was a low feed (1 mark) • having very good levels of stamina meant that I did not tire during training. This gave me loads of time to practice my handspring as many times as I wanted because my run up did not slow down because of fatigue allowing me to perfect it before adding it to my sequence (1 mark) • poor CRE had a negative impact on my PDP. I was really tired due to poor CRE as the session went on. This meant I could not concentrate fully when my coach was giving me verbal feedback on my lay up technique, slowing my progress (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
5.	(a)		Candidates should describe the features or characteristics of one method used to monitor emotional factors whilst carrying out a Personal Development Plan. For full marks candidates should make four points of description of one method used to monitor emotional factors whilst carrying out a Personal Development Plan. Award 1 mark for each point of description or development of a point of description of one method used to monitor emotional factors whilst carrying out a Personal Development Plan. Award 0 marks if candidates do not describe one method used to monitor emotional factors whilst carrying out a Personal Development Plan.	4	Examples of acceptable descriptive points: - the training diary was carried out after every session and I did it on my own at the side of the hall (1 mark). It was a booklet consisting of 2 main sections – my plan for the day and another section to review how the plan went (1 mark). The review asked 3 questions – ‘what worked? What didn’t work? What would you change?’ (1 mark) - every 2 weeks throughout my 6 week pdp I re-did the emotional factor questionnaire (1 mark) - as soon as I finished the game I went into the classroom to fill out the EFQ alone (1 mark) 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.

Question		Expected response(s)	Max mark	Additional guidance
	(b)	Candidates should explain the importance of timing when monitoring performance development. Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of timing when monitoring performance development. For full marks candidates should make one point of explanation in relation to the importance of timing when monitoring performance development. Award 0 marks if candidates do not explain the importance of timing when monitoring performance development.	1	Examples of acceptable explanatory points: - the timing when I completed my training diary was appropriate because it allowed me to monitor what worked and what did not work straight away after training, before I forgot. I was then able to consider all this information and make the appropriate adaptations for the next session. This ensured I was always progressing (1 mark) - it is important to complete the diary immediately after each session. For example, by completing it right away the information will be fresh in your mind. This means it will be reliable leading to the information from each session to be accurately compared to inform next steps (1 mark) - the timing of monitoring is important because if I do it very often, I can see if I have reached my goals early. If I have reached my goals I can re-set new goals to work on a new weakness (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(c)	Candidates should explain the importance of gathering valid and/or reliable information when monitoring performance development. Candidates should make a point, give evidence of the issue related to that point, and then explain the importance of gathering valid and/or reliable information when monitoring performance development. For full marks candidates should make one point of explanation in relation to the importance of gathering valid and/or reliable information when monitoring performance development. Award 0 marks if candidates do not explain the importance of gathering valid and/or reliable information when monitoring performance development.	1	Examples of acceptable explanatory points: • I need to gather reliable information when monitoring to ensure it is accurate. For example, if I write in my diary that I am finding deep breathing is becoming boring and this is my true feelings, then I can change my approach to imagery which might increase my motivation to train with more focus (1 mark) • it is important to gather valid and/or reliable data while the information is fresh in my mind. Eg if I fill out my diary too long after training I might forget how it went. This means the information is not accurate and I set unrealistic goals for my next session (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(d)		Candidates should describe the features or characteristics of two ways the information from monitoring a PDP could be used for future planning. For full marks candidates should make two points of description of two ways the information from monitoring a PDP could be used for future planning. Award 1 mark for each point of description of two ways the evidence from monitoring a PDP could be used for future planning. Award 0 marks if candidates do not describe two ways the information from monitoring a PDP could be used for future planning.	2	Examples of acceptable descriptive points: • I can identify any new strengths and weaknesses. I can then select appropriate approaches to develop these when planning my future PDP (1 mark) • from my monitoring I could see that I could not control my anger. My future planning would include using deep breathing (1 mark) • I could see what areas didn't improve and set a SMART goal to develop this in the future (1 mark)

SECTION 2

Question			Expected response(s)	Max mark	Additional guidance
6.	(a)	(i)	Candidates should describe the features or characteristics of a priority identified at the start of their PDP for one factor. For full marks candidates should make one point of description of a priority identified at the start of their PDP for one factor. Award 0 marks if candidates do not describe a priority identified at the start of their PDP for one factor.	1	Examples of acceptable descriptive points: • I identified my CRE was a priority as I couldn't swim for a long time without my stroke technique deteriorating (1 mark) • a priority was my overhead clear in badminton. Specifically, transferring my weight forward (1 mark) • a priority I set at the start of my PDP was to increase my cooper test by 400m within the next 10 weeks (1 mark) • a priority I set at the start of my PDP was to improve my score on the mental toughness questionnaire from 19 to 25 within 10 weeks (1 mark)
		(ii)	Candidates should describe the features or characteristics of a priority identified at the start of their PDP for a different factor from 6(a) (i). For full marks candidates should make one point of description of a priority identified at the start of their PDP for a different factor from 6(a) (i). Award 0 marks if candidates do not describe a priority identified at the start of their PDP for a different factor from 6(a) (i).	1	Examples of acceptable descriptive points: • a priority I set myself was to be clear about the centre pass strategy in training before I had to use them in a game (1 mark) • my main priority was to stop being intimidated by the opposition and feeling nervous before kick-off (1 mark) • a priority I identified was my agility. I struggled to change direction quickly when dribbling the ball in hockey (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(b)		Candidates should describe the features or characteristics of two different changes made to their PDP, one change for each of the priorities described in (a). For full marks candidates should make two points of description of two different changes made to their PDP for each of the priorities described in (a). Award 1 mark for each point of description of two different changes made to their PDP for each of the priorities described in (a). Award 0 marks if candidates do not describe two different changes made to their PDP for each of the priorities described in (a).	2	Examples of acceptable descriptive points: • a change I made to my physical PDP was to increase the HR training zone I was working at. I changed from 70% to 75% of my MAX HR (1 mark) • a change I made to my mental PDP was do my mental imagery with a voice recording on my phone rather than just making it up on the spot (1 mark) • one change I made to my pdp to suit my weakness of my drop shot was the type of approaches used to improve dropping my rear shoulder. I used shadow practise rather than repetition drill (1 mark) • we added 2 defenders making the conditioned game a 3v2 (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
	(c)		Candidates should explain why they made the changes from 6(b). Candidates should make a point, give evidence of the issue related to that point, and then explain why they made these changes. For full marks candidates should make two points of explanation in relation to why they made these changes. Award 1 mark for each point of explanation in relation to why they made these changes. Award 0 marks if candidates do not explain why they made these changes.	2	Examples of acceptable explanatory points: • I increased the intensity to always stay in the correct training zone, making training more challenging. This meant I was always developing my CRE and avoided a plateau (1 mark) • I changed from a repetition drill to a combination drill as it was more game like. This meant I enjoyed it more and my motivation stayed high, increasing my effort helping me to reach my goals (1 mark) • I changed training partner to someone who was better than me. This meant I could copy their technique to gain tips on how to improve, speeding up my progress (1 mark)

Question		Expected response(s)	Max mark	Additional guidance
	(d)	Candidates should evaluate the impact on overall performance after they have addressed each of their priorities. Candidates must back up their judgements with evidence which substantiates their evaluations. For full marks candidates should make two evaluative points about the impact on overall performance after they have addressed each of their priorities. Award 1 mark for each point of evaluation about the impact on overall performance after you they have addressed each of their priorities. Award 0 marks if candidates do not evaluate the impact on overall performance after they have addressed each of their priorities.	2	Examples of acceptable evaluative points: • with my increased stamina I now last the full 90 mins and contribute fully to the press in the last few minutes while the opposition try to equalise. This kept my opponent from receiving any passes which significantly reduced their attacking options (1 mark) • the change had a positive impact on my overall performance. My GOS showed improvement after changing my training partner. My drop shot went from 40% to 60% successful. This meant games I could place the shot close to the net to win a point or force a weak return (1 mark) • the impact of an improvement in my CRE, meant that as a Centre Midfielder I was able to keep making support runs even in the 85th minute of the game. This meant that when our striker received the ball, he was not isolated and dispossessed by defender. I was able to get close to him and receive the ball. I would then recycle the ball through the midfielders, keeping possession and running down the clock (1 mark) • improving my mental toughness score meant that in the game, when I made a silly mistake such as a bad touch – losing possession, I did not let it get to me. I was now able to show more resilience and bounce back. This meant the next time the ball came to me, I was relaxed. I took a good touch this time and played the ball on to my teammate (1 mark) • now I can control my emotion of anger in a match whenever there is a bad challenge on me, I don't react aggressively and get booked. I walk away and forget about it. This means I can concentrate fully on my role within my team's tactics (1 mark)

SECTION 3

Question			Expected response(s)	Max mark	Additional guidance
7.	(a)		Candidates should identify one inconsistency between the qualitative and quantitative information. For full marks candidates should identify one inconsistency in the information. Award 0 marks if candidates do not identify one inconsistency in the information.	1	Examples of acceptable responses: - the qualitative information says the skills are always consistent but the quantitative information says its only 30% successful (1 mark) - that the friend has told the performer that he is frequently distracted yet then says he always makes the correct action (1 mark) - one inconsistency is the difference between the friend and the expert's judgement of the performer's skills (1 mark)
	(b)		Candidates should explain one reason why this information may be inconsistent. Candidates should make a point, give evidence of the issue related to that point, and then explain why this information may be inconsistent. For full marks candidates should make one point of explanation in relation to why this information may be inconsistent. Award 0 marks if candidates do not explain why this information may be inconsistent.	1	Examples of acceptable explanatory points: - the inconsistency might be explained by the fact that one was given by a friend who didn't want to be critical of the performer's ability. So they said they were always accurate and controlled so as not to upset their friend (1 mark) - the expert is likely to have better knowledge than the friend. This means they know exactly what good skills look like whereas the friend thinks all skills are good, causing the information to be inconsistent (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
8.			Candidates should analyse the possible impact physical factors had on this performance. Each point of analysis must include: • identification • implication • impact For full marks candidates should make two points of analysis about the possible impact physical factors had on this performance. Award 1 mark for each point of analysis or development of a point of analysis about the possible impact physical factors had on this performance. Award 0 marks if candidates do not analyse the possible impact physical factors had on this performance.	2	Examples of acceptable analytical points: • tiring near the end of a performance would suggest that the player lacks stamina. This could show itself in not being able to make it back after an attack to pick up an opponent, leaving their own team stretched in defence. This illustrates the need for the player's own team to be aware that someone is out of position requiring the midfielder to drop back to cover (1 mark) • the expert has identified low success of skills. In badminton, an overhead clear is unsuccessful and cannot reach the back of the court. The impact of this is that the shuttle goes to the middle of the court directly to an opponent who has time to play powerful smash return (1 mark) • tiring at the end of the performance could be due to poor speed endurance. The implication is that the performer cannot keep up with the speed of the fast break. The impact is that the point guard has less passing options as the performer is behind him (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
9.			Candidates should analyse the possible impact mental factors had on this performance. Each point of analysis must include: • identification • implication • impact For full marks candidates should make two points of analysis about the possible impact mental factors had on this performance. Award 1 mark for each point of analysis or development of a point of analysis about the possible impact mental factors had on this performance. Award 0 marks if candidates do not analyse the possible impact mental factors had on this performance.	2	Examples of acceptable analytical points: • if this performer is frequently distracted then in a game he would be slow to see the opposition setter preparing to do a reverse set. This would affect his own team's defence in setting up a two man block resulting in the spiker having an easy spike as there's space to hit through and win the point (1 mark) • the performer 'frequently seems distracted'. This implies they lost focus when defending corners and didn't mark their man closely. This meant the attacker had a free run towards the ball and had time to jump and score an easy goal (1 mark) • the performer always makes the correct choice of actions. This implies the wing attack stays in wide areas to create width to the attack. This stretches the opposition defence and creates gaps for the goal attack to move into the free space allowing more scoring options (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
10.			Candidates should explain what the performer could consider when using this information to prioritise future development needs. Candidates should make a point, give evidence of the issue related to that point, and then explain what the performer could consider when using this information to prioritise future development needs. For full marks candidates should make two points of explanation in relation to what the performer could consider when using this information to prioritise future development needs. Award 1 mark for each point of explanation or development of a point of explanation in relation to what the performer could consider when using this information to prioritise future development needs. Award 0 marks if candidates do not explain what the performer could consider when using this information to prioritise future development needs.	2	Examples of acceptable explanatory points: - the performer should consider who gave the information as the information from an expert is likely to be more trustworthy. This would give the performer the chance to build a PDP on weaknesses they actually have and so they'd be more likely to see their performances improve (1 mark) - the fact that the friend has given information about mental factors which appears to be different to the expert means they might have to repeat the mental factors data gathering to get more accurate information about what the performers weaknesses are in order to plan a future pdp (1 mark) - seeing that the qualitative and quantitative data both highlight positives in a way reinforces that decision making is probably one of the player's main strengths and proves that it is an area that this player doesn't need to focus on going forward (1 mark)

Question			Expected response(s)	Max mark	Additional guidance
11.	(a)		Candidates should describe the features and characteristics of a goal that this performer could set for: physical factors For full marks candidates should make one point of description of a goal that this performer could set for physical factors. Award 0 marks if candidates do not describe a goal that this performer could set for physical factors.	1	Examples of acceptable descriptive points: - a future development goal for physical factors could be to increase their score by one full level in the multistage fitness test within an 8-week period (1 mark) - make sure that by the next performance that skills are at least 60% successful (1 mark) - by the end of the 6 week pdp I want to play a whole football match (90 mins) at full effort (1 mark) The response has to go back to the information provided in the table.
	(b)		Candidates should describe the features and characteristics of a goal that this performer could set for: mental factors For full marks candidates should make one point of description of a goal that this performer could set for mental factors. Award 0 marks if candidates do not describe a goal that this performer could set for mental factors.	1	Examples of acceptable descriptive points: - a future development goal for mental factors is to not get distracted by the crowd chants for one whole game (1 mark) - a goal is to increase decision making success from 70% to 90% by the end of a 6 week pdp (1 mark) The response has to go back to the information provided in the table.

[END OF MARKING INSTRUCTION]