



**Physical Education (Advanced
Higher): project**

**Commentary on candidate
evidence**

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Candidate 1

Developing power and acceleration in football

Stage 1(a) – Investigate Performance (10 marks)

The candidate was awarded **8 marks**.

Paragraph 1 on coach feedback questionnaire was awarded 3 marks:

- ◆ 'Coach feedback questionnaire...to target in my PDP.' **1 mark** (Unbiased overview of whole performance to identify specific needs)
- ◆ 'It is also appropriate...deep insight into my performance.' **1 mark** (coach with knowledge of sport and my performance)
- ◆ 'Additionally, a questionnaire...quantitative data to analyse.' **1 mark** (open and closed questions giving qualitative and quantitative data)

Paragraph 2 on video games analysis was awarded 2 marks:

- ◆ 'A video games analysis...weakness clear and obvious.' **2 marks** (reliable data allowing detailed analysis; identification of strengths and weaknesses)

Paragraph 3 on standard fitness testing was awarded 2 marks:

- ◆ 'Standard Fitness Testing...ensure I achieve my goals' **1 mark** (permanent record for future comparison to inform PDP)
- ◆ 'Standard Fitness Testing allows...targets in my training' **1 mark** (set realistic goals to motivate me)

Paragraph 4 on 1v1 Jumping test was awarded 1 mark:

- ◆ 'it is a one on one...in relation to my role' **1 mark** (data is collected through specific role related scenarios)

Stage (1b) – Analyse Information (10 marks)

The candidate was awarded **8 marks**.

The candidate was awarded 7 marks for each point of analysis leading to a clearly identified focus for research into performance development.

Paragraph 1 on coach questionnaire was awarded 2 marks:

- ◆ 'he identified my biggest weakness...create a goal scoring opportunity.' **1 mark** (power when accelerating / second to ball; caught out of position/hole in defence; opposition scoring)

- ◆ 'My coach also highlighted...resulting in chances to score' **1 mark** (struggle to deal with longer ball; cannot play high defensive line / opposition get more time on the ball / create chances to score)

Paragraph 2 on video games analysis was awarded 2 marks:

- ◆ 'My video games analysis showed...attacking side of my team.' **1 mark** (slow to get back / harder for me to win the ball / numerical advantage for opponent; harder to win game)
- ◆ 'Another discovery I made...steal the ball and score.' **1 mark** (inconsistent when challenging in the air / struggle to get ball out of box at defending corner / opponents could score)

Paragraph 3 on standard fitness testing was awarded 2 marks:

- ◆ 'From my standard fitness testing...easily and get a shot away.' **1 mark** (average power / opposing striker can push me off / get shot away)
- ◆ 'my average result from 50 metre...risk of losing the ball for my team.' **1 mark** (sprint below average / not able to sprint away; reducing passing options / increased risk of losing ball)

Paragraph 4 on self-devised test was awarded 1 mark

- ◆ 'This means I am not able...golden opportunity to score' **1 mark** (not able to jump properly off left leg / limits number of defensive headers / opponent has opportunity to score)

A further **1 mark** was awarded for analysis of the connection between information gathered from fitness test and heading test.

Candidate 2

Improving my smash in Badminton

Stage 2(a) – Review Sources (10 marks)

The candidate was awarded **10 marks**.

Paragraph 1 was awarded 1 mark:

- ◆ 'The badminton smash is defined as...78% effective when used.' **1 mark** (importance of smash in badminton)

Paragraph 2 was awarded 1 mark:

- ◆ 'A repetition drill is defined as...your brain learn patterns' **1 mark** (value of repetition drills in developing skill)

Paragraph 3 was awarded 2 marks:

- ◆ 'Studies suggest that the goal...more efficient when played' **1 mark** (role of repetition in developing speed/power)
- ◆ 'The use of repetition drills...5-10 times in a session' **1 mark** (how to organise repetitive practices)

Paragraph 4 was awarded 2 marks:

- ◆ 'Shadow practice is defined as...obtaining bad habits.' **1 mark** (information on shadow practice with feedback)
- ◆ 'In badminton, shadow practice...ability will improve as well.' **1 mark** (organisation of shadow practice)

Paragraph 5 was awarded 2 marks:

- ◆ 'A conditioned game is...intensity up to the coach/player' **2 marks** (information on value and nature of conditioned games)

Paragraph 6 was awarded 2 marks:

- ◆ 'The main attributes that make...targeting muscles to develop' **1 mark** (use of free weights to develop strength)
- ◆ 'However, free weights also...split up weightlifting sessions' **1 mark** (recommendations/considerations for training with free weights)

Paragraphs 7 and 8 would have achieved marks, but the maximum of 10 has been reached.

Stage 2(b) – Analyse the findings from the review of sources to create a Personal Development Plan (10 marks)

The candidate was awarded **9 marks**.

One mark was awarded for each point of analysis of findings from their review which led to the creation of their PDP.

Paragraph 1 was awarded 1 mark:

- ◆ 'It appears that repetition drills...carrying out the skill in-game.' **1 mark** (repetition drills used weekly / correct technique established / carry out skill in game)

Paragraph 2 was awarded 2 marks:

- ◆ 'The evidence I collected on...better after attempting a smash.' **1 mark** (incorporate shadow practice / improve technique and footwork / get sideways on and recover better)
- ◆ 'By consistently working ...being identified and corrected' **1 mark** (development point relating to use of a partner to gain feedback)

Paragraph 3 was awarded 1 mark:

- ◆ 'From the data I acquired...in order to maximise progress.' **1 mark** (practice using conditioned games / specific to development need / smooth transition to games)

Paragraph 4 was awarded 2 marks:

- ◆ 'The evidence I collected on free...I can get on my clears.' **1 mark** (use of free weights / increased muscles mass / increased depth on clears)

- ◆ 'The use of free weights can...attack during a game.' **1 mark** (development of point regarding free weights / correcting imbalances / more controlled weight transfer; create more angles)

Paragraph 5 was awarded 2 marks:

- ◆ 'Research suggests that fixed weights...progress possible during my PDP.' **1 mark** (decision to used combination of fixed and free weights / minimise risk of injury / make most progress possible)
- ◆ 'The information I gathered...would halt all my progress entirely' **1 mark** (use of contrast loading later in programme / ability to incorporate this effective method / minimising risk of injury)

A further **1 mark** was awarded for a link relating to the use of free weights in building both strength and correcting imbalances. (Paragraph 4)

Stage 2(c) – Set and justify Personal Development Plan targets (5 marks)

The candidate was awarded **4 marks**.

The candidate identified improving the smash and used 4 personal reasons to justify this main target.

Paragraph 1 was awarded 1 mark:

- ◆ 'A long term target is...ultimately winning more points.' **1 mark** (increase number of successful smashes; allow for more aggressing gameplay to pressure opponent and win points)

Paragraph 2 was awarded 1 mark:

- ◆ 'A short term target...the actual skill of the smash.' **1 mark** (learn proper footwork and positioning; cover court with ease and get into the correct position to allow focus for the smash)

Paragraph 3 was awarded 1 mark:

- ◆ 'Another shorts term target...winning more points.' **1 mark** (improve shoulder press to increase power to enable smash to be made from further back in the court)

Note: Paragraph 4 was awarded 0 marks as it was too similar to paragraph 3.

The candidate identified a further target of being ready to use a new training approach and justified this.

Paragraph 5 was awarded 1 mark:

- ◆ 'Another shorts term target...picking up an injury.' **1 mark** (Prepare for contrast loading to ensure safe use of this beneficial training approach)

Candidate 3

Developing my drop shot in squash

Stage 3 – Implementing the Personal Development Plan (5 marks)

The candidate was awarded **4 marks**.

Note: The candidate provided a record of implementation of a relevant PDP in their appendices. (A small extract is provided for your information).

The PDP was summarised in the main text and reference was made to the work located in the appendices.

PDP session **2 marks** (an outline of each session throughout a progressive 6-week programme was recorded in the diary)

Training comments and adaptations **2 marks** (the training diary included comments and outlined how training was adapted)

Stage 4(a) – Analyse post-PDP data (8 marks)

The candidate was awarded **5 marks**.

The candidate was awarded 5 marks analysis of post PDP data relevant to target set and the impact on their whole performance.

Paragraph 1 was awarded 1 mark:

- ◆ 'From my performance wheel... rally with a volley.' **1 mark** (accuracy of drops improved / opponent has to move off the 'T' / allow me to take control)

Paragraph 2 was awarded 1 mark:

- ◆ 'From my video games analysis...to play shots' **1 mark** (increased confidence in playing drop shot / increased shot repertoire; less predictable / harder for opponent to anticipate)

Paragraph 3 was awarded 1 mark:

- ◆ 'The analysis also showed the...less free points to my opponent.' **1 mark** (increased accuracy of drop shots / less unforced errors / less free points to opponent)

Paragraph 4 was awarded 2 marks:

- ◆ 'From my video games analysis...more attacking play.' **1 mark** (increased accuracy of drop shot / more winning'/attacking drop shots / build lead on opponent)
- ◆ 'From the video games analysis...force a mistake.' **1 mark** (increased number of good quality drop shots / opponent moves more / tire them out and force a mistake)

Stage 4(b) – Evaluate the process of carrying out the Personal Development Plan (6 marks)

The candidate was awarded **6 marks**.

Note: The candidate made reference to their PDP record in the appendices which provided evidence to support the evaluations made.

Paragraph 1 was awarded 1 mark:

- ◆ 'In my PDP I used...tended to work harder.' **1 mark** (value of using different approaches to maintain motivation and work harder)

Paragraph 2 was awarded 1 mark:

- ◆ 'Under the current restrictions...to make steady progress.' **1 mark** (value of planning appropriate programme that could be implemented during covid restrictions)

Paragraph 3 was awarded 1 mark:

- ◆ 'The training diary... so that I avoided a plateau.' **1 mark** (value of training diary to track progress and inform changes)

Paragraph 4 was awarded 1 mark:

- ◆ 'Both shadow practice...when moving onto other drills.' **1 mark** (value of shadow practice and repetition drills in developing muscle memory and correct technique)

Paragraph 5 was awarded 1 mark:

- ◆ 'However, in my PDP...technique so that it would improve.' **1 mark** (issues related to being unable to have coach present)

Paragraph 6 was awarded 1 mark:

- ◆ 'I think I moved onto pressure drills...due to too much pressure.' **1 mark** (issue created by adding pressure too early in the programme)

Stage 4(c) – Future Development Needs (6 marks)

The candidate was awarded **6 marks**.

Stage 4(c) i)

Paragraph 1 was awarded 1 mark for justification of the new development need of improving explosive power.

- ◆ 'A personal weakness of mine...rally and play aggressively' **1 mark**

Paragraph 2 was awarded 1 mark for justification of the new development need of improving core stability.

- ◆ 'Another personal weakness...a good enough length' **1 mark**

Stage 4(c) ii)

Paragraph 1 was awarded 1 mark:

- ◆ 'Poor explosive power impacts...the opposition gains points.' **1 mark** (impact of explosive power on emotional factor- anger)

Paragraph 2 was awarded 1 mark:

- ◆ 'Poor explosive power impacts...court to force a mistake.' **1 mark** (impact of explosive power on mental factor – decision making)

Paragraph 3 was awarded 1 mark:

- ◆ 'Poor core stability impacts...to play an attacking volley' **1 mark** (impact of core stability on mental factor – decision-making)

Paragraph 4 was awarded 1 mark:

- ◆ 'Poor core stability impacts...able to kill that ball.' **1 mark** (impact of core stability on social factor – roles/responsibilities)

Note: This candidate chose to focus on the current negative impact associated with the development need. However, it can be helpful for candidates to focus on how performance will be positively impacted by addressing the development need.

For example,

'Improving my core stability will enable me to stay more upright, transfer weight effectively, hit the ball harder and therefore fulfil my role of finishing the rally in a game of doubles.'

Candidate 4

Developing backhand in table tennis

Stage 1(a) – Investigate Performance (10 marks)

This extract was awarded **2 marks**.

- ◆ 'Video is reliable100% accurate.' **1 mark** (reliability of results)
- ◆ 'A model performer...improve your performance.' **1 mark** (identification of specific technical weakness)

Stage (1b) – Analyse Information (10 marks)

This extract was awarded **3 marks**.

- ◆ 'From my video games ...when it matters.' **1 mark** (low percentage of BH success / inconsistencies / inability to stay in rally)

- ◆ 'My MP comparison...opportunities to attack.' **1 mark** (knees not bent / no drive and less power / opportunities for opponent to attack)
- ◆ 'There is a connection...going off the table.' **1 mark** (connection between poor technique identified in MP comparison and inaccuracy observed in games analysis)

Stage 2(a) – Review Sources (10 marks)

This extract was awarded **3 marks**.

- ◆ 'Research says that ...against your opponent' **1 mark** (importance of backhand)
- ◆ 'Research states...forehand to backhand' (repetition) **2 marks** (information about use of repetition to master technique and improve consistency)

Stage 2(b) – Analyse the findings from the review of sources to create a Personal Development Plan (10 marks)

This extract was awarded **2 marks**.

- ◆ 'I now understand...off the table.' **1 mark** (importance of BH / specific drills / strengthen technique and more reliable shot)
- ◆ 'Research from many...winning more points.' **1 mark** (use of repetition to improve consistency and accuracy / practice movement and technique / play ball deep and win more points)

Stage 2(c) – Set and justify Personal Development Plan targets (5 marks)

This extract was awarded **2 marks**.

- ◆ 'My first goal...hitting it hard.' **1 mark** (correct personal inaccuracies in technique)
- ◆ 'Another goal...it is working.' **1 mark** (improve consistency of BH, monitor PDP and give confidence to continue)

Stage 3 – Implementing the Personal Development Plan (5 marks)

The candidate was awarded **5 marks**.

- ◆ 'I carried out...how I was developing.' **5 marks** (all content detailed in appendices)

Stage 4(a) – Analyse post-PDP data (8 marks)

This extract was awarded **2 marks**.

- ◆ 'After re-testing for me to attack.' **1 mark** (consistent and confident BH / increased pace / force opponent to be defensive)
- ◆ 'My technique is...therefore less errors.' **1 mark** (square stance / more time to make decisions / better action and less errors)

Stage 4(b) – Evaluate the process of carrying out the Personal Development Plan (6 marks)

This extract was awarded **2 marks**.

- ◆ 'Something that was...like a model performer.' **1 mark** (value of coach feedback)
- ◆ 'Additionally...performance throughout.' **1 mark** (value of quality feeds)

Stage 4(c) – Future Development Needs (6 marks)

These extracts were awarded **2 marks**.

Stage 4(c) i)

- ◆ 'After reviewing...to the next shot.' **1 mark** (justification of improving the recovery phase of BH)

Stage 4(c) ii)

- ◆ 'By continuing to...the following rallies.' **1 mark** (impact of improved skill repertoire on emotional factor – anger)

Note: The candidate provided a record of implementation of a relevant PDP in their appendices.

The PDP was summarised in the main text and reference was made to all work located in the appendices. This included detailed description of each session within the 8-week training programme (3 marks) and relevant descriptions of adaptations implemented and comments gathered (2 marks)."

Candidate 5

Developing confidence in back hand-spring in cheerleading

Stage 1(a) – Investigate Performance (10 marks)

This extract was awarded **2 marks**.

- ◆ 'I undertook a performance wheel...for further investigation.' **1 mark** (strengths and weaknesses / general overview and useful starting point)

- ◆ 'I used a PPI...areas for development.' **1 mark** (quantitative data / easily understood and clear results)

Stage (1b) – Analyse Information (10 marks)

This extract was awarded **2 marks**.

- ◆ 'The performance wheel highlighted...handsprings in my routines.' **1 mark** (confidence low / anxiety about what could go wrong / not using handspring in routine)
- ◆ 'My PPI results confirmed...imagine a successful outcome.' **1 mark** (confidence score is low / focus on error / can't eliminate error or imagine success)

Stage 2(a) – Review Sources (10 marks)

This extract was awarded **2 marks**.

- ◆ 'Dr Ivan Joseph stated...athlete has self-belief.' **1 mark** (importance of confidence and using repetition to improve)
- ◆ 'Sports Resilience said that meditationbe completed individually.' **1 mark** (use of mental rehearsal in building confidence)

Stage 2(b) – Analyse the findings from the review of sources to create a Personal Development Plan (10 marks)

This extract was awarded **2 marks**.

- ◆ 'Skill repetition will help...trust and developing confidence.' **1 mark** (use of repetition / reduce fear of failure / develop confidence)
- ◆ 'Meditation and imagery...just before competition.' **1 mark** (use of mental rehearsal / reduce stress and calming effect / promote positive mind set)

Stage 2(c) – Set and justify Personal Development Plan targets (5 marks)

This extract was awarded **2 marks**.

- ◆ 'By the end of my training...advanced levels of competition.' **1 mark** (complete backflip series without hesitation in competition / become more confident and maintain momentum / progress to more advanced levels of competition)
- ◆ 'Another goal is to...complete the flip.' **1 mark** (improve PPI result / complete flips in practice and competition / team can rely on me)

Stage 3 – Implementing the Personal Development Plan (5 marks)

This extract was awarded **1 mark**.

- ◆ 'I completed a 6-week...and my improvements (Appendix 9).' **1 mark** (minimal detail of visualisation sessions in Appendix 8 and 9)

Stage 4(a) – Analyse post-PDP data (8 marks)

This extract was awarded **2 marks**.

- ◆ 'I saw an increase in my...harder variations of the skill.' **1 mark** (improved self-belief / push myself harder to perform skill in practice; psyching out less / coach can add me to sections with harder variation of skill)
- ◆ 'My retesting also showed...committed to routine.' **1 mark** (higher confidence; less hesitation / lose less power; willing to complete handspring / more motivated and committed to routine)

Stage 4(b) – Evaluate the process of carrying out the Personal Development Plan (6 marks)

This extract was awarded **2 marks**.

- ◆ 'During my development plan...found them beneficial.' **1 mark** (value of imagery)
- ◆ 'Practicing the back handspring...more confident I became.' **1 mark** (value of practicing back handspring every session)

Stage 4(c) – Future Development Needs (6 marks)

No candidate evidence.