

Commentary on candidate evidence

The candidate evidence has achieved the following marks for each question in the Higher Physical Education Question Paper.

Question 1(a)

The candidate was awarded **4 marks** for the description of the method used to collect information on mental factors:

- ♦ *'Scat test contains 15 questions all about anxiety during performance'*
(1 mark)
- ♦ *'e.g., before a game, do you feel uneasy'* (1 mark)
- ♦ *'You can then answer the questions with rarely, sometimes or often.'*
(1 mark)
- ♦ *'Flip the page and there is a table that... and you will have your score.'*
(1 mark)

Question 1(b)

The candidate was awarded **2 marks** for the explanation as to why this test was valid and reliable:

- ♦ *'SCAT test is valid because it is a standardised test which is the same for everyone (POINT)... questions always remaining the same for everyone...norms is reliable and accurate (EVIDENCE/EXAMPLE) gage if your anxiety levels are normal or something you should try and work on.'*
(EXPLANATION) (1 mark)
- ♦ *'SCAT test is reliable because it is your own opinion (POINT)... only you know how you feel during the performance (EVIDENCE/EXAMPLE) ...accurate and truthful.'* (EXPLANATION) (1 mark)

Question 2(a)

The candidate was awarded **1 mark** for the description of a model performer for the Social Factor:

- ♦ *'Model performers will show good communication by always shouting for the ball when in lots of space'* (1 mark)

The candidate's second example provides no descriptive characteristics of supporting teammates and how that may look. It is difficult to picture what this looks like, and there is no context for the subfactor of team dynamics.

Again, the third example provides no context, only stating that they *'stay in the correct position'*.

The final example is the wrong factor. A mental factor is described. No marks can be awarded for this descriptive point.

Question 2(b)

The candidate was awarded **2 marks** for the explanations as to why a model performer may be used to develop social factors:

- ♦ *'A reason to use...highlight your differences and similarities (POINT)...ball goes out you get frustrated, and you lose concentration...watch model performer... clapping and saying... (EVIDENCE/EXAMPLE) ...highlight what you need to improve...take notes... reciprocate their actions.'*
(EXPLANATION) **(1 mark)**
- ♦ *'Another reason ...is to motivate you (POINT)...watch a model performer...aspire to be as good as them... (EVIDENCE/EXAMPLE) ...working even harder...as much as you can to get that good (EXPLANATION)*
(1 mark)

The final example is effectively the same reason as the first example (i.e. copying). The question asks you to give three different reasons.

Question 2(c)

The candidate was awarded **0 marks** because they do not provide an explanation about challenges when using a model performer/model performance to develop social factors.

Question 3(a)

The candidate was awarded **1 mark** for the explanation about the importance of prioritising development needs for emotional factors when planning a PDP.

They explain effectively how they have selected one development need over others and how, by improving them early in the PDP, it will improve your chances of developing other development areas:

- ♦ *'It is important to prioritise emotional factors when planning a pdp because they may affect your ability to improve other factors (POINT)...struggle to control your anger...when something doesn't work ... likely to get annoyed...give up... (EVIDENCE/EXAMPLE) the other compartments of the pdp regarding other factors will be effective' (EXPLANATION) (1 mark)*

Prioritisation asks the candidate to go through a process of selection. Their response should demonstrate a sense of urgency, or ranking their development needs into which is most impactful on their performance. They are required to do more than just state that they target their development needs first before looking at their areas of strength.

Question 3(b)

The candidate was awarded **2 marks** for the description of one method used to monitor the development of emotional factors throughout the PDP:

- ♦ *'At the end of each training session ...write a comment about the emotions you felt during the session.'* **(1 mark)**
- ♦ *'Each week you can then look back ...or if they have stayed the same.'*
(1 mark)

The final point has already been credited in a previous mark and is therefore a point of repetition.

Question 3(c)

The candidate was awarded **1 mark** for the explanation of why development needs may be reprioritised as a result of monitoring emotional factors:

- ♦ *'Throughout the PDP you may notice...improved on emotional factor you were prioritising. (POINT)...reduced your anger score by 4...when your goal is five...reassess what your new weaknesses may be and prioritise them instead. (EVIDENCE/EXAMPLE) maximise the overall improvement made throughout the PDP'(EXPLANATION) (1 mark)*

This question requires candidates to look again at their development needs with a view to deciding whether they should address something else within their PDP. Many candidates' responses focussed on changing or adapting their PDP which does not answer the question.

Question 4(a)

The candidate was awarded **1 mark** for the description of a long-term goal for the development of emotional factors:

- ♦ *'reduce my anger score in the poms test by 5 by the end of my 6-week pdp' (1 mark)*

Question 4(b)

The candidate was awarded **2 marks** for the explanation of why it is important to set long-term goals when starting a PDP for emotional factors.

In the second paragraph of the response the candidate addresses a specific benefit of long-term goal setting:

- ♦ *'One reason it is important ... give you something to aim for. (POINT)... aimed to reduce your score for anger ...it gives you motivation to not give up (EVIDENCE/EXAMPLE) ...motivate you to keep going so you can reach your target.' (EXPLANATION) (1 mark)*
- ♦ *'Another reason ... make sure you stay on track. (POINT)...if you are also working on your smash shot...forget to work on the emotional factor (EVIDENCE/EXAMPLE) so will be more focussed and stay on track ... include things that will improve anger.' (EXPLANATION) (1 mark)*

Question 5(a)

The candidate was awarded **2 marks** for identifying two approaches to develop physical factors:

- ♦ *'Repetition Drill' (1 mark)*
- ♦ *'Conditioned game' (1 mark)*

Question 5(b)

The candidate was awarded **3 marks** for providing the evaluation of the approaches identified.

The first example fails to identify a feature of repetition drill given to qualify the evidence that follows:

- ♦ *'Another reason repetition drills are ineffective is due to them not replicating a game like scenario (JUDGEMENT)...only able to play the shot when it is perfectly layed up... unlikely to happen in a competitive game...does not help*

*improve as you are unable to utilise the shot in a game' (EVIDENCE)
(1 mark)*

- ♦ *'One thing that can allow the repetition drill to be effective ...encode the shot into muscle memory...allows you to play the movement of a shot to a high standard (JUDGEMENT)...focus more on where to aim the shot or what your opponent may do next' (EVIDENCE) (1 mark)*
- ♦ *'Conditioned games are good as they force you to play your weak shot in a game (JUDGEMENT) practice what it is like playing the shot ... get more comfortable playing it ... as you have experience.' (EVIDENCE) (1 mark)*

In the final point the evidence does not support the judgements and the response falls short of a meaningful evaluation of the approach.

Question 6(a)

The candidate was awarded **6 marks** for the description of a session implemented to develop factors within their PDP. The description refers to more than just one approach and follows a clear theme/strand:

- ♦ *'The session started with a quick 5 minute...half-court game with a partner.'* **(1 mark)**
- ♦ *'With the same partner we then set up ...to play a smash shot.'* **(1 mark)**
- ♦ *'We did the shot 10 times each before switching the feeder.'* **(1 mark)**
- ♦ *'After 10 minutes of this...this time with a points system.'* **(1 mark)**
- ♦ *'Each effective smash earned 5 points...hoop then you would get 10 points.'* **(1 mark)**
- ♦ *'During both repetition drills... and do 20 seconds of deep breathing'* **(1 mark)**

Question 6(b)

The candidate was awarded **2 marks** for the description of two changes made to the session described in 6a. They outline which elements they were adapting or altering:

- ♦ *'only do 10 min of the repetition drill and replace the other 10 mins with a combination drill.'* **(1 mark)**
- ♦ *'play around the world for 5 minutes as the warm-up rather than a half court game.'* **(1 mark)**

Question 6(c)

The candidate was awarded **2 marks** for the explanations as to why the changes were made to the session described in (b):

- ♦ *'The reason I swapped the repetition drill...it was too boring (POINT)...I lost concentration and wasn't properly paying attention (EVIDENCE/EXAMPLE) ... meant I could stay engaged for longer' (EXPLANATION) (1 mark)*
- ♦ *'I decided to replace the 5 minute game...more people participated enthusiastically (POINT)... wasn't very fun and people didn't put much effort in ...whereas around the world is very fun... (EVIDENCE/EXAMPLE) this meant it was far more effective as a warmup' (EXPLANATION) (1 mark)*

Question (7)

The candidate was awarded **2 marks** for the analysis of the impact physical factors had on mental factors for the performer during this performance:

- ♦ *'CRE had an impact on performance motivation... (IDENTIFICATION) due to bad CRE the performer is unable to play the same standard... get too tired...wanting to give up...too fatigued to keep trying...all motivation is lost...doesn't want to continue.... (IMPLICATION) score more goals as the player is not doing much to stop them.'* (IMPACT) **(1 mark)**
- ♦ *'Good speed impacted the players performance...high energy ...make more effective decision (IMPLICATION)... able to get to the ball far quicker...more time to find the best option of who to pass to (IMPLICATION)...able to keep possession ...lots of chances to score.'* (IMPACT) **(1 mark)**

Question 8(a)

The candidate was awarded **2 marks** for the description of an approach which the performer could have been used to improve mental factors during this performance.

- ♦ *'say positive affirmations...whenever the ball goes out of play.'* **(1 mark)**
- ♦ *'could say something like "I've got this"'* **(1 mark)**

Question 8(b)

The candidate was awarded **1 mark** for the explanation of why the approach described in (a) would be appropriate for use during this performance.

In the first paragraph, the cause does not match the effect. The candidate has not exemplified how the approach can be done at any point within this performance:

- ♦ *'Another reason positive self-talk...done very quickly (POINT)...if the ball goes out...say something quickly to themselves... (EVIDENCE/EXAMPLE) does not lose concentration or focus...receives the benefits of positive self-talk.'* (EXPLANATION) **(1 mark)**

Total mark: 36