



HIGHER EXAM PREPARATION (Physical Education)

In the exam:

- Read through the questions carefully. Pay particular attention to which factor the question is addressing (**Physical**, **Mental**, **Emotional** or **Social**).
- Underline the command word (**Describe**, **Explain**, **Analyse** & **Evaluate**), so that you know exactly what you are being asked.
- Relate your responses back to the question.
- Watch your time and make sure you use it effectively (1 and a half hour exam).
- For extra resources, check <http://www.sqa.org.uk/sqa/47901.html>

PRACTICE PAPER A

SECTION 1

1-24 marks

PART 1

MENTAL FACTOR

DATA COLLECTING 1a + 1b)

1a) **Describe** how **one** method that could be used to collect information on mental factors could be carried out. **4**

When answering a DESCRIBING question:

This skill asks you to tell the examiner:

- *What a performance looks like*
- *What strengths are demonstrated in the performance*
- *What the development needs are.*

The description should include detail and be more than just a statement. For example, a way to improve a description of a Mental Factor could be the following:

Mental factor: I made bad decisions

Improve by adding: I made three bad decisions in the first four minutes of play, putting the ball out of play twice, and giving possession to the opposition as I tried to dribble when I should have passed.

1 a) I used a questionnaire to gather information on the effects of decision making and concentration on my performance.

Immediately after my netball performance, I found a quiet area where my partner was able to ask me a series of questions about mental factors. **(1 mark)** The questions were based on the decisions I made, such as deciding to move into the correct space, or when and where to pass the ball, and also my ability to concentrate at different challenging points in the game. **(1 mark)** I was required to answer with a simple yes or no and was also able to make a comment at some points. **(1 mark)** My partner then read my answers back to me, which gave me the opportunity to make sure I had been as precise as possible. At this stage I was also able to change any responses. **(1 mark)**

1b) **Explain** why this method is valid. 4

When answering an EXPLAINING question:

This skill asks you to tell the examiner:

- *Why you did what you did*
- *The relationship between decisions you took and the difference this made.*

Explaining means using linking words such as, 'I did this...

- *because...*
- *so that...*
- *in order to allow me to...*
- *to make sure that...*
- *to provide me with the opportunity to...*
- *when I needed to...*

By adding these details to an explanation the examiner can see what was done and why it was done. This is called cause and effect. An easy way to remember to link cause to effect is the following:

Cause: I lost my watch

Effect: I was late for school

This is commonly used to detail why a particular approach was used to either: gather data, develop performance, monitor performance development in relation to each of the four factors.

1b) A questionnaire is valid because it is a simple test to complete- I just needed to complete it directly after a performance with a partner- so there is little chance of making errors. **(1 mark)** By listening carefully to the questions and being sure I think before I answer, I can be certain that my responses are based on accurate judgements. This means that when the questionnaire is repeated after training, I am confident that any improvements in performance shown in the results are genuine. **(1 mark)**

Having the opportunity to go back over my responses also adds to the validity of the method, as it gives me another opportunity to ensure my answers are precise. **(1 mark)** Also, questions can be designed to find out information about specific areas of my performance. This allows me to pinpoint my weakness and design the most appropriate PDP. **(1 mark)**

PART 2

SOCIAL FACTOR

APPROACHES 2a + 2b)

2a) **Explain** why any approaches you select to develop social factors should be specific. 4

2a) The approach selected needs to be specific to the performer's ability, activity and role that they play within that activity.

When developing my ability to work well with others, I need to make the approach specific to the role that I play and the responsibilities I have to support my team mates. **(1 mark)** For example, in the short corner in hockey, my role as the injector requires me to work with others under pressure. To develop this I introduce team-building exercises into my training, which were timed and so made me work under pressure. I applied this to my role as injector in the short corner team unit. **(1 mark)**

The approaches I use must also be geared towards achieving the goals that I have set for my PDP in order to make sure that I am working on areas of my performance that need to be developed. **(1 mark)** For example, in football, by using specific communication drills designed to work on verbal and non-verbal communication I was able to increase my use of both verbal and non-verbal communication, which was required when carrying out a specific set piece. **(1 mark)**

2b) **Evaluate** the impact these approaches could have on achieving the targets set to develop social factors. 4

When answering an EVALUATING question:

This skill asks you to tell the examiner:

- **how successful or otherwise was the method or approach you used.**

Evaluating means using phrases like:

- **demonstrating a significant improvement...**
- **clearly, results show...**
- **overall the preferred method would be... because...**
- **the approach most useful was... because...**

A value or judgement has to be made when evaluating something. You need to determine how useful, appropriate or effective your methods or approaches were.

Also, if you were asked to evaluate your performance it might be a good idea to try and include some comparisons or evidence to back up your judgements about what was:

- **best- proved by the percentage increase in your number of successful serves**
- **worst- highlighted by the lack of motivation you felt while carrying out your training**
- **most useful- than another method based on the ease of using the method to gather information**
- **less productive- based on the score of your last match where you lost.**

You might want to use the following value words:

- **outstanding**
- **excellent**
- **very good**
- **average**
- **below average**

These words give you the opportunity to back up the judgement you make.

2b) Communication drills helped me to use different types of communication in my performance. Before my PDP, I was very quiet when carrying out my role as an injector in hockey. After my PDP I was able to make a clear signal when the ball needed to be passed into the circle. **(1 mark)**

Through using communication drills, I am now using different forms of communication, such as verbal and hand signals, which has allowed my team members to clearly hear and see when particular strategies are being played. **(1 mark)**

The team-building approach allowed my team to work on supporting one another through different challenges. This could then be used when facing problems in our performance. **(1 mark)**

Through the team-building exercises, we have grown as a team and now meet socially, which has increased our team spirit and has really helped us when we find ourselves in a demanding situation. **(1 mark)**

**HINT* Remember, the command word 'evaluate' requires you to make a judgement about how useful, appropriate or effective your methods or approaches were. Try and include evidence to back up your judgements.*

PART 3

EMOTIONAL FACTOR

MONITORING EVALUATION OF PDP 3a + 3b)

3a) **Explain** the purpose of monitoring emotional factors in a Personal Development Plan (PDP).

4

3a) Monitoring my PDP will allow me to see whether I have achieved my targets of reducing my anxiety level before a performance, so that I can see if my PDP is working or not. **(1 mark)** Monitoring also helps with my motivation levels; seeing improvements drives me to keep getting better, allowing me to move onto the next stage of my PDP with increased motivation levels. **(1 mark)** By comparing the stats from my SCAT tests, I can see whether performance goals are being met. **(1 mark)** This information can be used to set my next performance development priorities. For example, the information gathered will allow me to decide whether or not to continue working on my anxiety levels. **(1 mark)**

3b) **Evaluate** the Personal development Plan in relation to these emotional factors. **4**

3b) Before my PDP, my anxiety levels score from the SCAT test was below average. After my PDP, my score had increased. I felt that the visualisation process I used before the performance allowed me to get into a more relaxed frame of mind. **(1 mark)** My PDP had a positive impact on my performance, as I was able to control my anxious feelings and fully concentrate on my performance at all times, rather than prior to just the start of the performance. **(1 mark)** I was then able to transfer my improved anxiety control into other activities as well as other parts of my school work. **(1 mark)** I found that I was able to control my emotions at more points during my performance, as I did not feel as stressed as what I did prior to my PDP. **(1 mark)**

**HINT* Four comparative points should be made about the pre- and post-PDP performance.*

SECTION 2

1-16 marks

PART 4

PHYSICAL FACTOR

IMPACT ON PERFORMANCE FUTURE DEVELOPMENT 4a + 4b)

Read the scenario below and attempt the questions which follow.

Time-related observation schedule

The following information on an individual's performance was collected by a coach.

Key E = Effective X = Less Effective

	Time (minutes)	Skill level	Movement Patterns	Concentration	Control of emotions	Working with others
1 st Half	0-5	EEEEEE	EEEEEE	EEEEEE	EEEEEE	EEEEEE
1 st Half	6-10	EEEEEX	EEEEEX	EEEEEX	EEEEEE	EEEEEE
1 st Half	11-15	EEEEEXX	EEEEXX	EEEEEXX	EEEEEX	EEEEEX
1 st Half	16-20	EEEEXXX	EEEEXXX	EEEEXXX	EEEXXX	EEEEXX
2 nd Half	0-5	EEEEEEEEEEEXE EEEEXXEEEEXXX X	EEEEEEEEEEEXEEEEXXX EEEEXXX	EEEEEEEEEEEXEEEEXEEE EXXXX	EEEEEEEEEEEXEEEEEXE EEEXXX	EEEEEEEE EEEEEEEE EXEEEEXX
2 nd Half	6-10	EEEEEEEEEEEXE EEEEXXEEEEXXX X	EEEEEEEEEEEXEEEEXXE EEEXXXX	EEEEEEEEEEEXEEEEXEEE XXXX	EEEEEEEEEEEXEEEEEX XEEEEXXX	EEEEEEEE EEEXEEEE EXEEEEEX XXX
2 nd Half	11-15	EEEEEEEEEEEXE EEEEXXEEEEXXX X	EEEEEEEEEEEXEEEEXXE EEEXXXX	EEEEEEEEEEEXEEEEXEEE EXXXX	EEEEEEEEEEEXEEEEEX XEEEEXXX	EEEEEEEE EEEXEEEE EXEEEEEX XXX
2 nd Half	16-20	EEEEXXEEEEEEEX EEEEXXXEEEEEX XXX	EEEXEEEEEEEXXXEEEEEX XXEEEEXXX	EEEXEEEEEEEXEEEXXEEE EXXXX	EEEEXXEEEEXXXEEEE EXEEEEXXX	EEEEXEEE EEEEEXEEX XXXXEEEE XXXX

4a) **Analyse** the changes in performance throughout the whole time period in the observation schedule above.

Your answer must refer to:

- **physical** factors

and

- one other factor, from **mental**, **social** or **emotional**.

When answering an ANALYSE question:

This skill asks you to tell the examiner:

- *what parts are important in a method, information or an approach*
- *if there are connections between methods, information or approaches.*

Analysing means using phrases like:

- *this shows me that...*
- *this allowed for...*
- *as a result...*
- *this resulted in...*
- *the results of this course of action was...*
- *this meant that...*

Analysing means you have to deconstruct, take apart and make clear the different parts of the methods of data collection, the approaches used, the strengths and weaknesses within your performance and the methods you used to monitor and evaluate the progress you made.

You should be able to analyse areas from all three sections of the mandatory content:

1. *Methods of data collection- allows accurate collection of information, which results in easily interpreted data... This shows my strengths and weaknesses clearly... as a result I was able to start planning based on...*
2. *Approaches- the approach used resulted in improved back stroke in the preparation and action stages... this meant I had a longer, deeper pull... giving more propulsion...*
3. *Methods to monitor and evaluate- these show me that the weakness has reduced from 18/30 failed attempts to 6/30. This indicates that my methods gave me data...*

4a) **HINT* Break down the scenario information and analyse the impact that this may have had on the physical performance.*

As the game goes on, but particularly in the second half, the performer struggles to demonstrate an effective skill level. This means that the repertoire of skills he/she demonstrates is not consistent throughout the performance. **(1 mark)**

During the initial stages of the performance, movement patterns are effective. This shows that the performer can get into the correct positions to perform the skills but that he/she cannot maintain effective movement patterns throughout. **(1 mark)**

Towards the end of the first half, you can see that the performer is struggling to complete skills successfully and failing to move effectively. This improves after half time. His/Her ability to work with others increases the most, showing that he/she is now much more involved in the performance. **(1 mark)** This indicates that the rest period has given him/her an opportunity to recover and his/her play has therefore become more effective. **(1 mark)** However, his/her performance deteriorates quite quickly in the second half, after just the first 10 minutes, which

suggests that his aerobic levels are really letting him/her down and impact his/her whole performance. **(1 mark)**

The performer is concentrating fully at the start of the performance, but his/her concentration seems to drop, which leads to mistakes in the second half of the performance. **(1 mark)**

A lack of decision making shown at the end of the game, e.g. choosing to pass instead of attack goal, could result in fewer opportunities to score. **(1 mark)** Motivation levels start to drop, as the performer loses the determination to carry on performing at his/her best. **(1 mark)**

HINT

- You will be awarded 1 mark for each valid point of analysis.
- Make sure you respond with the physical factor and one other.
- Your responses must stick to these two factors.
- You must refer to both factors to access all of the marks.

4b) **Explain** how this information may help the performer plan their next steps.

Your answer must refer to the **physical factor** and one other, from **mental, social or emotional**.

8

4b) From this information the performer can identify performance strengths and development areas, and then plan a suitable PDP to improve these areas. **(1 mark)** For example, he/she may wish to develop an aerobic endurance programme, using approaches such as interval and fartlek training, which will allow them to work at high intensity. **(1 mark)**

He/She can design a PDP which is specific to the factor he/she wishes to develop, his/her performance and his/her role within the performance, allowing a more appropriate plan suited to his/her needs. **(1 mark)**

Suitable approaches can then be identified and developed. For example, to develop aerobic endurance, the performer can include interval training, which will allow his/her to work at a high intensity with periods of rest. **(1 mark)**

The information will also allow the performer to apply the principles of training, to make sure that he/she can correctly set the frequency and duration of the PDP and appropriate days and training times to make sure the PDP is challenging enough. **(1 mark)** This information could then lead the performer to making sure that the PDP progresses over time, for example by increasing training time, so that it is always challenging and continual improvement is seen. **(1 mark)**

If he/she begins to see an improvement in his/her aerobic endurance, then he could add another approach, for example decision-making drills to develop how effectively he/she can then apply the appropriate decisions during his/her PDP. **(1 mark)** His/Her coach could use external feedback by highlighting points when he/she is losing concentration, to make sure he/she is fully alert at important times. **(1 mark)**

**HINT* Remember you can gain up to 6 marks on one factor and then you must use another factor to gain the further 2 marks.*

PRACTICE PAPER B

SECTION 1

1-24 marks

PART 1

SOCIAL FACTOR

DATA COLLECTION, MODEL PERFORMANCE, FEEDBACK 1a + 1b)

1a) Select **one** method of data collection used to gather information on social factors. **Explain** the practicability of this method. **4**

1a) We used a personality test to look at whether I had a quiet or outgoing personality. This test was practical, as it gave me a set of questions to answer and only three possible responses- never, sometimes and always. This meant that my judgements were quite straightforward. **(1 mark)** The only drawback was that I had to use a computer, which I didn't always have access to. It also meant that I had to arrange for a member of staff to supervise and coordinate with my team mates who were re-testing at the same time. **(1 mark)** It was difficult to pull everything together and actually added a certain degree of anxiety, as I tried to negotiate with everyone and plan re-doing the test. However, after the second test was completed, comparing the two printed screenshots of the final rating was straightforward. **(1 mark)** Practically, this was easy to manage. I did not need to discuss this result with anyone and so I could reflect on the changes to my anxiety levels shown by the improvements in my overall rating. **(1 mark)**

1b) Select either model performance or feedback. **Analyse** how this can be used when developing performance; the social factors. **4**

1b) Model performance

Comparing myself to a model performer allows me to identify my performance strengths and development needs, e.g. my communication and teamwork skills. **(1 mark)**

I can watch a model performance and note down all of the types of social skills the performer displays, but that I still require or need to improve, such as communication, carrying out my role, group work, including and supporting others, allowing me to make valid comparisons. Furthermore, the model performance gives a clear and precise picture of what is required to perform successfully in a range of social situations, showing what is acceptable and not acceptable. As a result I am more aware of the specific aspects of my social performance. **(1 mark)** The model performance also shows me the positive impact that carrying out these skills well can have on my performance. This resulted in me being more driven to improve. **(1 mark)** Comparing my performance to the model allows me to set targets, so that I can work towards developing social skills of a level closer to the model performer's. **(1 mark)**

Feedback

Receiving feedback from my coach about how well I am communicating allows me to identify particular strengths and development needs. I can then focus my efforts during my performance on, for example, making sure I am clear and concise when speaking with team mates. **(1 mark)**

During my performance I continually give myself feedback by reflecting on how I feel I am working with others and making sure that I am supporting my team mates. This allows me to make sure that I am consistently trying to be part of my team. **(1 mark)**

When I receive positive feedback it really gives me motivation to go to another level in my training; this type of positive feedback suits my personality, as I need confirmation that I am improving. **(1 mark)**

However, if I receive negative feedback during my performance, it tends to set me back and I lose focus because all I think about are the negative statements. **(1 mark)**

**HINT* You need to give 4 points of explanation from feedback or model performance to access full marks.*

PART 2

EMOTIONAL FACTOR

IMPACT ON PERFORMANCE APPROACHES 2a + 2b)

2a) Describe the impact of emotional factors on performance.

4

2a) Cognitive anxiety was impacting on my performance, as I continually had negative anxious thoughts, which disrupted my concentration and ability to focus. I began to miss obvious passing opportunities. **(1 mark)**

I have also struggled to control my anger during my performance. For example, I continually became frustrated with the referee's decisions, which led to me shouting out and receiving a yellow card. This then led to a deterioration in my confidence and the feeling that I did not complete my role to the best of my ability. **(1 mark)**

I am also fearful that I let down others who have invested money, time and energy in my performance. No matter how hard I try to blank it out of my mind I always think about it when I am performing badly or in a pressurised situation. **(1 mark)**

However, I have good self-belief and know that I have worked really hard and prepared well for my performances. This gives me an extra edge as I know that if someone is to defeat me they will need to perform at a really consistent level. **(1 mark)**

**HINT* You need to give 4 descriptions of impact on performance to access full marks.*

2b) **Explain** an approach that could be used to develop emotional factors. **4**

2b) **HINT* Your responses should include what approach could be used and why it could be used for the emotional factor.*

Progressive Muscular Relaxation (PMR) could be used to train the muscles in the body to relax step by step. Relaxing each set of muscle groups allows the performer to get rid of tension prior to a performance, so that they are fully focused on the task rather than any cognitive and somatic anxiety which may have built up. **(1 mark)** PMR can also be used during the performance, so that the performer has a tool to rectify any anxious thoughts or feelings that could lead to performance deterioration. **(1 mark)** A performer can complete PMR on their own, without any equipment; therefore it is easy to carry out so that they can carry it out at any point. **(1 mark)** It is also a recognised method with several examples available on the internet. This means that you can vary the approach, which will help you with adding variety. **(1 mark)**

PART 3

PHYSICAL FACTOR

RECORDING EVALUATION 3a + 3b)

3a) **Describe** one method used to record information on physical factors in a Personal Development Plan (PDP). **4**

3a) I used a general observation schedule (GOS) to record information on my performance in rugby. The observation schedule was completed during a 7 v 7 game over 20 minutes. **(1 mark)** The GOS was set up to record the range of skills I would demonstrate during the performance, such as passing, catching, tackling and movement with the ball. **(1 mark)** My coach then completed the GOS by tickling when skills were carried out effectively or ineffectively. **(1 mark)** At the end of the 20 minutes I was able to tally up the marks and come up with statistics that showed my strengths and development needs. **(1 mark)** The same protocol would be carried out for any subsequent data collection.

3b) **Evaluate** how recording this information has impacted the Personal Development Plan (PDP). **4**

3b) Recording has allowed comparisons to be made from information collected before, during and after my PDP, allowing me to see whether improvements have been made. **(1 mark)** By using a general observation schedule (GOS) I was able to see what my pre-PDP performance was like compared to my post-PDP performance. For example, the data in the GOS showed that my agility was poor prior to my PDP, as I was unable to move and turn quickly to get rid of my marker. Post PDP I am now able to use my improved agility to move quickly away from my marker. **(1 mark)**

After recording, changes/adaptations were made to my PDP to make sure that the original goals set were still suitable. This made sure the goals were not too easy or too challenging. For example, we recorded information at regular intervals. **(1 mark)**

Recording provides accurate information from which to make an overall judgement about the impact of the PDP on performance. For example, the data I recorded showed that I was able to last the whole length of the performance without deterioration of my skills. **(1 mark)**

SECTION 2

1-16 marks

PART 4

MENTAL FACTOR

QUALITATIVE, QUANTITATIVE, IMPACT ON PERFORMANCE, FUTURE DEVELOPMENT 4a +4b)

Read the scenario below and attempt the questions which follow.

Image 1:

A performers thoughts...:

Thought 1: 'I can't seem to think about how to solve problems in my performance.'

Thought 2: 'My decisions did not always have an effective outcome.'

Thought 3: 'My concentration wasn't consistent throughout my performance.'

Thought 4: 'Why did I give up when things weren't going my way? Where was my mental toughness?'

Image 2:

Observation on how mental factors impacted performance.

	Effective	Not effective
Decision making	(3)	(13)
Level of concentration	(10)	(3)
Solving problems	(3)	(10)
Mental toughness shown	(7)	(6)

4a) Image 1 gives the performer qualitative information from personal reflections on his/her performance. Image 2 gives quantitative information about the same performance.

Analyse what the information tells you about the impact on his/her performance of **mental factors** and on one other factor, from **emotional, social** or **physical**. **8**

HINT

- You will be awarded 1 mark for each valid point of analysis.
- Make sure you respond with the mental factor and one other.

- *Your responses must stick to these two factors.*
- *You must refer to both factors to access all of the marks.*

4a) The qualitative information tells me that the performer felt that the decisions he/she made did not have the correct outcomes. For example, in a basketball fast break, he/she may have made poor decisions about the best players to pass to, which could have lost his team opportunities to score baskets. **(1 mark)** If he/she continued to make poor decisions this would have a negative impact on his/her motivation levels- he/she might feel as if there's no point making an effort and lose the desire to do his/her very best. **(1 mark)** This could be linked to the fact that he/she did not always concentrate fully and therefore could have missed quick passes to team mates who were in a position to score. **(1 mark)** However, this qualitative information does not match the quantitative information from the observation schedule, where the observer feels the performer's concentration is mostly effective. This may mean that the performer was able to concentrate on the fundamentals of the game, such as passing, marking and tactics, but that his/her decisions were not always effective. **(1 mark)**

Both sets of information clearly show that the performer's mental toughness was not effective. This would have had a negative impact on performance, as the performer has a tendency to give up when things are going wrong. **(1 mark)** This would have had a negative impact on the mental factor, but also the social factor **(1 mark)**, as the team's group dynamics would have been affected. If the performer gives up after making mistakes, his/her fellow team mates will eventually get fed up with this and exclude him/her from key points in the performance. **(1 mark)** This will mean that not all options will be available to the team and attacking opportunities could be lost. For example, options in a fast break will be limited if a key player has been excluded from the attack. **(1 mark)**

**HINT* Break down the scenario information and analyse the impact that this may have on the mental performance.*

4b) **Explain** possible next steps to ensure performance development. In your answer you must refer to the **mental factor** and one other, from **emotional**, **social** or **physical**. **8**

4b) The performer must now set short and long term targets in a PDP to develop his/her decision-making skills and communication. For example, he/she could set a short term target of making more appropriate decisions in the fast break and shouting clearly for the ball during the outlet passes. **(1 mark)** The performer should then identify specific approaches which will help him/her develop his/her communication and decision-making skills, such as different decision-making scenarios and communication drills. This will allow him/her to work on these weak areas specifically. **(1 mark)** The performer should then consider the principles of training, where he/she will need to decide on the frequency, duration and progression of his/her PDP. He/She may consider having two 20-minute training sessions a week and, as they progress, add in more challenge such as conditioned games, where certain decisions and communications need to be made, for example when to pass and when to move. **(1 mark)** He/She may also consider the

principles of effective practice, and add variety into his/her PDP so he/she does not become bored. **(1 mark)**

Another next step would be to consider his/her motivation levels and how the information gathered can drive him/her on to improve performance. For example, if he/she is a person who thrives on success, the information gathered will move him/her on to the next stage. **(1 mark)** He/She will also have permanent information which can be used in future to plan his/her development for the mental factor over the next phase of his/her training. Furthermore, he/she can also use this information to compare and contrast information over a period of time, to allow further improvement. **(1 mark)**

The information will also allow him/her to set targets for the social factor, especially communication. This will enable him/her to prioritise certain approaches to improve this area of his/her performance. **(1 mark)** This will also lead to a more balanced training approach, where he/she is able to combine two factors and work on them positively. **(1 mark)**

PRACTICE PAPER C

SECTION 1

1-24 marks

PART 1

EMOTIONAL FACTOR

DATA COLLECTION, QUALITATIVE, QUANTITATIVE 1a + 1b)

1a) *Describe two methods used to collect information on emotional factors.* **4**

1a) I organised information collection on my emotional factors (fear and managing my emotions) carefully in order to make sure it was valid and reliable. I had to first research on the internet for an appropriate test which was recognised nationally and had norms. **(1 mark)** I decided to use an online test which specifically looked at my emotions over the performance. I carried this out directly after the performance and took notes on the various types of emotions. **(1 mark)**

I also used a football disciplinary record, which listed certain behaviours, e.g. speaking back, bad tackling, receiving a yellow card. **(1 mark)** Every time I exhibited one of those behaviours in a match it was recorded in a box by a knowledgeable and reliable person, e.g. my coach. At the end of each match the ticks were counted up. **(1 mark)**

1b) **Analyse** how qualitative and quantitative information were used to develop emotional factors.

4

1b) In order to collect data on the emotional factor I made sure I used both qualitative and quantitative methods of information collection. This allowed me to collect, from a variety of sources, a wide but detailed picture of how I managed my emotions during my performance. **(1 mark)** I felt that using a mix of both types of data collection allowed me to obtain an accurate and reliable overview of my strengths and weaknesses. **(1 mark)** When collecting qualitative information, I was careful to use at least two people to record the results, which ensured that all actions were recorded accurately and that none of the action was missed if it was a fast-moving game. **(1 mark)** The quantitative data allowed me to pinpoint specific statistics, which I can use again in the future to compare my performance against. **(1 mark)**

PART 2

PHYSICAL FACTOR

SPECIALITY APPROACHES 2a + 2b)

2a) **Explain** why approaches used to develop physical factors must be specific.

4

2a) Approaches used to develop any physical factor impacting on performance must be specific to the activity, the demands of the performance of the performance and the performer. The approach must have a direct impact on the activity, so that an improvement in that activity can be made. **(1 mark)**

In order for any approach used to develop performance to be fully effective, the performer must, where possible, carry out training in an environment the same as (or similar to) the competitive environment of the activity being trained for. **(1 mark)** For example, a swimmer could carry out interval training in the pool, allowing him/her to develop both physical fitness and technique simultaneously, while also conditioning her body to deal with the competitive environment. **(1 mark)**

Secondly, the approach must take into account the physical demands of the performance, for example cardiorespiratory endurance, speed and local muscular endurance in swimming. The approach must be able to be adapted to develop all relevant performance demands. For example, interval training in a swimming pool can be adapted via the work-rest ratio to maintain the performer's heart rate within an appropriate training band to develop each aspect of physical fitness. **(1 mark)**

2b) **Evaluate** the approach(es) you have used to develop physical factors.

4

2b) In order to develop the physical factors impacting my performance, I designed a training programme based on interval training. This approach was aimed at improving CRE, LME and speed.

I found interval training to be an appropriate approach to developing this factor impacting on my swimming performance. Firstly, it allowed me to train all aspects of my performance in the pool, enabling simultaneous development of both physical fitness and technical accuracy. This was effective in helping me to condition myself to perform efficiently in the performance environment. **(1 mark)** When it came to competitive races, I was able to push myself to maximal exertion because I had experienced this level of physical stress in the pool during training. **(1 mark)** Proof of this was detailed in my training diary after my interim data collection where I noted that 'I did not panic when I was feeling really fatigued on the turn of the last lap this time, as I had experienced this feeling in training and knew I could cope with the physical demands'.

The second reason I can identify for interval training being the most useful approach for developing my physical performance is because it is versatile and, simple by altering the work-rest ratio, can be easily adapted to train and improve all three aspects of physical fitness involved in swimming. **(1 mark)** Interval training allows me to tailor my training easily to mimic the fitness demands of the activity, simply by changing the intensity, to ensure my heart rate remained in the training zone. **(1 mark)**

PART 3

MENTAL FACTOR

MONITORING ADAPTATIONS 3a + 3b)

3a) **Describe** in detail a method you have used to monitor the development of mental factors.

4

3a) I used the Profile of Mood Status (POMS) to monitor my state of mind during my gymnastic performances after my last event on Saturday. I accessed a list of questions online, which could be answered with three responses: always, occasionally or never. **(1 mark)** The test can be done quickly and I was able to compare my results to national norms. Also, by using wi-fi I was able to do the test directly after my performance. To ensure my results were reliable, I took the test at regular intervals throughout my gymnastics season to see if there were any improvements or drop offs in my mood status. **(1 mark)** I also got my coach to complete POMS for me so that we could compare and contrast our thoughts on my state of mind during and after my performance. **(1 mark)** This helped me monitor my state of mind on a regular basis, giving me a permanent record of results which I could look back on. **(1 mark)**

3b) **Explain** why it is important to make adaptations to your Performance Development Plan (PDP) for mental factors. **4**

3b) In order for me to improve or progress my training, I had to make changes to my PDP. I used a self-talk programme of work where I used this method during every training session and match. Although this was a useful mechanism, I found that I was becoming bored due to its regularity in my programme. It resulted in me being demotivated as I could not see much benefit emerging from its use. **(1 mark)** I was also finding it hard to implement in my game situation. I talked with my coach and we both felt that doing self-talk every training session and match had become overkill and counterproductive. **(1 mark)** In order for my programme of work to benefit me, we felt it better not to implement it during matches. After continuing to monitor my performance with my coach, I was still finding that I was getting bored at times, and that I was not seeing as much progress as I would have hoped. **(1 mark)** I therefore introduced a training partner into my programme of work, which meant I had company and someone to share my thoughts and ideas with. This really benefited me in my programme and my results improved dramatically due to these small changes in my self-talk programme. **(1 mark)**

SECTION 2

1-16 marks

PART 4

SOCIAL FACTOR

IMPACT ON PERFORMANCE APPROACHES 4a + 4b)

Read the scenario below and attempt the questions which follow.

Image 1:

A performer's thoughts with their coach:

“Coach, I’m so unhappy at the club at the moment. I feel that my performances are not my best, and I am constantly having disagreements with my team mates. I really don’t know what to do to improve the situation.”

4a) **Analyse** reasons why a performer might be having this experience.

Your answer must refer to:

- **social factors**

and

- one other factor, from **mental, emotional or physical**

8

HINT

- You will be awarded 1 mark for each valid point of explanation.
- Make sure you respond with the social factor and one other.
- Your responses must stick to these two factors.
- You must refer to both factors to access all of the marks.

4a) There may be several social issues that could be affecting this performer's experience. It could be a breakdown in relationships, e.g. a disagreement with a particular person or group. It might have been over a serious problem, e.g. badmouthing on social media, or a trivial matter due to a simple misunderstanding. **(1 mark)** Another issue could be that the performer has moved home into a new area. She could be finding it hard to make new friends at a club. It can be difficult to overcome not being accepted into a group and this kind of rejection can cause anxiety. **(1 mark)** The performer may also be quite shy and struggling to meet new people in the community. Perhaps she finds it difficult to speak and involve herself, which would therefore not allow her to become involved with the group in any depth. **(1 mark)**

The performer could be affected by an emotional factor. She could already have tried to sort out the issues herself but may now need to speak to her coach. This is often a last resort, but the performer seems particularly unhappy and troubled. **(1 mark)** She is struggling with relationships, which is making her emotionally fragile. For example, she may have a fear of disappointing others. **(1 mark)** It is affecting her performance and there are signs that her attendance at

training is dropping off. **(1 mark)** This will also have an impact on her relationships within a group, as they may become unhappy at her poor attendance. **(1 mark)** It seems that she is running away from the problem rather than addressing it, which will only increase the tension in the group. **(1 mark)**

4b) **Explain** the approaches that could be used to overcome these difficulties.

Your answer must refer to:

- **social factors**

and

- One other factor, from **mental**, **physical** or **emotional**

8

4b) There are several approaches that can be used to overcome these difficulties. In order to improve the group dynamics, the coach or an independent person could arrange a meeting to speak to those on both sides of the argument. It is important that both groups meet and talk about their issues, so that there is an openness and willingness to move forward. **(1 mark)** Once the problems have been discussed in a calm manner it is important that both parties put a plan of action in place to make sure that this kind of disagreement doesn't happen again. This approach will allow any further concerns to be discussed, so that an amiable solution can be agreed. **(1 mark)** Regular meetings with the group or the individual to monitor progress should also be established, in order to make sure that the plan is working so that alternatives can be looked at. **(1 mark)** Having a system in place allows all parties to discuss any problems that may arise in the future. Written records of meetings could be kept and made available to all parties concerned in any disagreement so that all parties have a method to look back to see what decisions had been made. **(1 mark)** Approaches could be used, such as team building, where the group moves away from their familiar surroundings to develop their team dynamics. In this situation everyone is in the same position and will have the same anxieties, and therefore all parties have to get involved. **(1 mark)**

During meetings the performers may also wish to look at emotional rehearsal techniques together, to establish a positive relationship with each other and a belief that they can all improve together. **(1 mark)** Perhaps using an approach, such as visualisation, during the warm-up will help the team's anxiety levels, but also bring them together as a group before going into the performance. **(1 mark)** Visualisation will give the team the opportunity to pinpoint the times in the performance they are likely to become anxious and to imagine being calm at these times. This could result in more positive outcomes. **(1 mark)**

PAPER D

Section 1

1-24 marks

PART 1

PHYSICAL FACTOR

DATA COLLECTION 1a + 1b)

1a) *Explain* a recognised method used to collect information on physical factors. **4**

1a) I used the bleep test to look at my aerobic endurance at the start, middle and end of my training programme to collect information on aerobic endurance. I used this method as it is a recognised scientific test, which has norms that I can grade my performance against. **(1 mark)** It also allows me to test under controlled conditions indoors where the temperature, floor and distance and constant. **(1 mark)** This allows me to collect reliable results over and over again using limited equipment and resources. **(1 mark)** It is also easy to set up, as no expensive equipment is required, so that I can access it at any point in my PDP. **(1 mark)**

1b) *Explain* what the information told you about the performance. **4**

1b) The data told me that my aerobic endurance for my age group was poor when compared to the chart of results from my PE resources. **(1 mark)** I also found out that I was struggling within my group because I was one of the first to drop out of the test in my class of fifteen, which was disappointing. **(1 mark)** The results from the test gave me a reality check, as they showed I am not as fit as I should be for my age and sex. **(1 mark)** It gave me the specific point when I dropped out so that any comparative scores could be analysed more accurately. **(1 mark)**

PART 2

MENTAL FACTOR

GOAL SETTING 2a + 2b)

2a) **Describe** *two* short term goals and *two* long term goals that a performer may set in the Personal Development Plan (PDP) for mental factors. **4**

2a) When I was constructing my PDP for mental factors it was important to establish goals. Firstly, I established short term goals, which I felt I could achieve quickly, e.g. during my training sessions I would try and concentrate for the entirety of my performance. **(1 mark)** I also set the short term goal of making more decisions to pass when my team-mate was unavailable. **(1 mark)** Long term goals for the mental factor were to try and concentrate on the specific weakness(es) of my performance throughout my PDP. **(1 mark)** I also wanted to decrease the amount of ineffective decisions I made when passing, throughout my competitive season. **(1 mark)**

2b) **Explain** approaches that would help meet these short term goals and long term goals. **4**

2b) There are several approaches I could adopt, but I must make sure that they work for me. One approach I have used in the past is my captain shouting out 'Murray-settle' if he sees me losing control. I find this very useful, but on occasions other team mates have shouted it out and that makes me feel even angrier. **(1 mark)** In order for this to work I have to ask all my team mates to refrain from doing it. Another approach I have adopted is to walk away from the situation and to count to ten. This has been successful, as it has allowed me time to calm down and not get involved. **(1 mark)** I have tried other methods, such as deep breathing, but I felt that I looked silly on the pitch and it encouraged the opposition to wind me up even more. **(1 mark)** I take myself through different pressurised situations prior to the performance and devise ways to handle these situations. **(1 mark)**

PART 3

SOCIAL FACTOR

ADAPTATION EVALUATION 3a + 3b)

3a) **Explain** why you might require to make adaptations to the Personal Development Plan (PDP) for social factors. **4**

3a) For my social PDP to work it was important that I constantly fine-tuned it. At times my programme of work became a little boring and I felt that I was not making as much progress as I would have liked. I was struggling to meet even my short term goals let alone my long term goals. **(1 mark)** This was a worry, and I was also finding it difficult to make new friends at my new club, which was affecting my performances at training and in my matches. **(1 mark)** I really needed to make changes and adopt some new approaches to help address my problems so that I could continue to progress in developing my social factors. **(1 mark)** After the changes, of adding new approaches, my programme started to pay dividends and I felt a lot happier. This meant I only had to make small changes to meet my goals, which allowed me to increase my motivation levels. **(1 mark)**

3b) **Evaluate** your findings at the end of this Personal Development Plan? **4**

3b) I evaluated my findings at the end of my PDP using a coach's report and self-reflection. My coach's report was excellent and it showed that my attendance and work rate had increased dramatically. My coach remarked that, after a difficult start, I was now looking very happy in my new surroundings. **(1 mark)** Initially, I would only make the subs bench, but now the team mates are passing to me more and he feels that I am an established player in the team, as opposed to earlier games. **(1 mark)** My self-reflection backed up my coach's feedback, as both commented that I now have become more involved with my team. I seem to be discussing with my team mates more than I did before. **(1 mark)** Self-reflection has allowed me to become a more independent performer because it has given me an insight into new areas in which I have now greater knowledge. **(1 mark)**

Section 2

1-16 marks

PART 4

EMOTIONAL FACTOR

IMPACT ON PERFORMANCE, PERFORMANCE DEVELOPMENT 4a + 4b)

Read the scenario below and attempt the questions which follow.

Performer's diary for the emotional factor:

TRAINING DIARY

We arrived at the venue on time. The warm up was good: my skills were working well and I understood what I was to do during the performance. I rehydrated before I started and was ready to do my best right from the start. As I stepped out onto the pitch I was surprised at the size of the stadium and noise of the crowd. I started looking for friends and family in the crowd. I felt overwhelmed with emotion. The game seemed to be over really quickly. I don't think I made much impact in the game.

4a) **Analyse** reasons why this performer may have been affected by the **emotional factors** and one other, from **mental**, **social** or **physical**. **8**

**HINT* When answering this question you must read the scenario carefully. You are looking for the emotional factor and one other factor. In the scenario there are clues about the performer that tell you a lot about his state of mind, e.g. 'I started looking for friends and family' or 'I felt overwhelmed with emotion'.*

You need to investigate what could have made him feel emotionally fragile before the game, during it and possibly at the end of the performance. What conclusions can you draw from this?

In this scenario there may be other factors that are affecting his performance. You will need to select one more factor and analyse the effect that it had on this person's performance. It may be

a mental factor, such as concentration or arousal, which has affected him. You should give an analysis similar to the previous factor, making comparisons and investigating possible causes and their impact.

4a) I can see that the performer is struggling to manage his emotions. It seems that he is well prepared for a match physically and ready to go from the start. However, he lets his emotions get out of control when he steps onto the pitch, this may be due to the size of the stadium. **(1 mark)**

He talks about the game flying past, which therefore suggests that he let his emotions get the better of him throughout the performance, which perhaps caused him to lose his focus. **(1 mark)** Playing in front of a big crowd could make him nervous or apprehensive. Perhaps he has never performed in front of such a large audience and this has affected his anxiety levels. **(1 mark)** His parents, friends and a large crowd have certainly unsettled him and affected his overall performance. Perhaps because he wants to do well in front of his family and friends. **(1 mark)** perhaps the performer was not ready for the game emotionally as he was taken aback by the enormity of it. **(1 mark)** The big stadium and having friends and family there to watch really made him struggle to cope with the game, which led to lack of concentration. **(1 mark)**

His physical state seems good, as his warm up and preparations leading up to the game are thorough. This shows that he is really focused and ready to go from the start **(1 mark)** He is aware that he needs to take liquids on board to make a good start. It's when his concentration drops that he lets himself lose control of his emotional state. This then affects his physical performance as he does not have much impact on the game. Due to his emotions, his skill level would have deteriorated and would have led to a negative outcome. **(1 mark)**

4b) Making reference to the factors selected in (a), **explain** how the performer could use this experience to prepare more effectively for the next performance. **8**

**HINT* Jotting down a short plan for your answer can help you to structure your response and pick up the maximum number of marks:*

- *The performer may get input from a variety of sources. It might be self-reflection or coach feedback, for example, which highlights or outlines failings in the preparation or execution of his performance.*
- *A coach can look at the performance and make comparisons or suggestions that may be specific to a certain area or part of the performance.*
- *The performer should investigate possible methods he is going to use to help him overcome his shortfalls. The performer should analyse the pros and cons of different methods he has selected and explain the benefits of each approach.*
- *A detailed account of how these changes will make an impact on the performance should be given.*

4b) The performer will need to sit down with his coach or teacher and talk through how he felt before and during the performance. Comparisons could be made with team mates who were able to manage their emotions. **(1 mark)** They might be more experienced at this level and share how they cope under pressure. **(1 mark)** Self-reflection or detailed feedback from his coach with suggestions about how to manage his emotions could also help him prepare for his next performance. His coach can also assist the performer by offering him techniques that will help him cope with stressful situations. **(1 mark)** An example of this might be breathing techniques to help him focus and regain his concentration. These are easy to use in any situation and are a recognised method in a range of sports. **(1 mark)**

It is important that the performer keeps a log book which can be used to record how he felt before and during the game. The performer can reflect on his mood and record how he managed to keep focus and concentrate. Before a match he can read over the log book to remind himself of previous situations and how he managed them. **(1 mark)** This would help him to focus in the lead up to the match, but also remain focused on his role and responsibilities at key points during it. **(1 mark)**

This will allow the performer to have more of an opportunity to work on his ideas for his actual performance. Perhaps consider the types of decision that need to be made during the performance and take time to think about his role so that he can apply the correct skills for the best possible outcome. **(1 mark)** Being in control of his emotions will allow him to carry out specific roles more effectively as he will have a firm belief that he can carry out all the skills required. **(1 mark)**

TOPIC INDEX

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Emotional Factor

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Social Factor

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