

## National Unit Specification: General Information

<b>UNIT</b>	Sporting Activity - Basketball (Higher)
<b>NUMBER</b>	D715 12
<b>COURSE</b>	This is a freestanding unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

### SUMMARY

On successful completion of this unit, the candidate will be able to refine performance skilfully in a demanding context, analyse performance with regard to strategy, design a long term fitness programme and analyse effectiveness at applying skill in demanding contexts.

### OUTCOMES

- 1 Refine performance in the sporting activity in demanding contexts.
- 2 Complete an analysis of performance with regard to overall strategy in the sporting activity.
- 3 Design a relevant long term fitness training programme for the sporting activity.
- 4 Analyse personal effectiveness with regard to skilful performance in a demanding context within the sporting activity.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained one or more of the following:

- D715 11 Sporting Activity - Basketball (Intermediate 2)
- a Credit level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 2
- other relevant prior experience in physical education, including experience gained outwith certificated courses.

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### Administrative Information

<b>Superclass:</b>	MG
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<b>Version:</b>	01

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**CREDIT VALUE**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National unit specification: statement of standards**

**UNIT**            Sporting Activity - Basketball (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

### **OUTCOME 1**

Refine performance in the sporting activity in demanding contexts.

#### **Performance Criteria**

- a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.
- b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.
- c) Control and fluency are demonstrated in refining performance in demanding contexts.

#### **Evidence Requirements**

Evidence should be generated through candidates' active participation that satisfies the three performance criteria.

The tutor should record evidence of performance, for example through a marked checklist or brief explanatory comment.

The tutor should record for performance criterion (a) the essential elements that are required in a minimum of six relevant techniques.

The tutor should record for performance criteria (b) and (c) the decisions in context and application of control and fluency that are required for refining performance in demanding contexts.

### **OUTCOME 2**

Complete an analysis of performance with regard to overall strategy in the sporting activity.

#### **Performance Criteria**

- a) Record relevant information about the strengths and weaknesses of the strategy.
- b) Suggest improvements to the strategy based on analysed and recorded information on strengths and weaknesses.

#### **Evidence Requirements**

Evidence which satisfies both performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criterion (a). It is most likely to be oral or written evidence for performance criterion (b). The analysis may relate to the candidate's own performance either as an individual or as part of a group or team.

## National unit specification: statement of standards (cont)

**UNIT** Sporting Activity - Basketball (Higher)

### **OUTCOME 3**

Design a relevant long term fitness training programme for the sporting activity.

#### **Performance Criteria**

- a) Relevant fitness factors are correctly chosen for the sporting activity.
- b) Appropriate training programmes for improving physical fitness in the sporting activity are described.
- c) Information is recorded about fitness development.
- d) A long term training programme is completed.
- e) The effects of the fitness programme on performance are discussed in detail.

#### **Evidence Requirements**

Oral or written evidence that correctly shows how relevant physical fitness factors and appropriate training programmes were chosen for in the sporting activity.

The tutor should record evidence of oral responses for performance criteria (a) and (b).

For performance criterion (c) information is required to be recorded by candidates about their fitness development. This could be in the form of a training diary, video clips, computer data or a personal evaluation of fitness development. This should be confirmed by the tutor.

For performance criterion (d) candidates will be required to complete a long term training programme over a minimum of six weeks.

For performance criterion (e) the effectiveness of the long term training programme should be discussed. The analysis of the training programme should use the information collected in performance criterion (c) combined with the candidates' judgements about the training programme through completing the fitness sessions.

The tutor should record evidence of achievement for performance criteria (d) and (e), for example through a marked checklist or brief explanatory comment.

## **National unit specification: statement of standards (cont)**

**UNIT**            Sporting Activity - Basketball (Higher)

### **OUTCOME 4**

Analyse personal effectiveness with regard to skilful performance in a demanding context within the sporting activity.

#### **Performance Criteria**

- a)        Personal effectiveness in skilful performance is accurately assessed with regard to personal technique in a demanding context within the sporting activity.
- b)        Personal effectiveness in skilful performance is accurately assessed with regard to decision making in a demanding context within the sporting activity.
- c)        Personal effectiveness in skilful performance is accurately assessed with regard to control and fluency in a demanding context within the sporting activity.
- d)        Suggestions for improvements are made for skilful performance in a demanding context within the sporting activity.

#### **Evidence Requirements.**

Evidence which satisfies all performance criteria. This may be oral, written, graphic or video evidence for methods of collecting information for performance criteria (a), (b) and (c). It is most likely to be oral or written evidence for performance criterion (d).

The tutor should record evidence of oral responses, for example through a marked checklist or short explanatory comment.

## **National unit specification: support notes**

**UNIT**            Sporting Activity - Basketball (Higher)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### **GUIDANCE ON CONTENT AND CONTEXT**

Candidates will refine their performance skilfully in a single activity. Consideration should be given to candidate's interest, motivation and expertise and the centre's available facilities and resources. The refinement of performance and analysis of performance with regard to overall strategy should take place in practical contexts. Likewise the specific value of different fitness factors and skill effectiveness within the activity should take place in practical contexts.

This unit refers to the term 'skill' as being able to be performed or applied. Techniques are demonstrated within skilful performance contexts. Hence in outcome 1 the term used is 'perform skilfully' whilst the performance criterion refer to 'techniques appropriate to refining performance'.

The notion of 'refining performance' is crucial to improvement at this level. Candidates in the majority of sporting activities will be refining existing techniques rather than being introduced to new techniques in their progress towards performing with a high degree of consistency.

### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

Candidates should learn in familiar contexts which provide opportunities to work individually, with a partner and in groups when practising techniques that are relevant to refining performance in demanding contexts. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to refine technique and improve performance standards.

The tutor should involve candidates in a range of practical contexts that are relevant to developing an activity specific understanding of refining performance, and analysis of performance with regard to overall strategy should take place in practical contexts. These contexts should also be relevant for identifying and understanding key aspects of fitness and the nature of the techniques required for refining skill at a demanding level. A variety of methods for recording information about performance should be included by the tutor in the practical opportunities offered to candidates.

The nature and demands of the training programme will vary in accordance with different activities. A minimum time for the long term fitness training programme is six weeks. This is to allow the effects of the fitness programme to be discussed in detail.

## **National unit specification: support notes (cont)**

**UNIT**            Sporting Activity - Basketball (Higher)

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Opportunities for re-assessment are available throughout this unit. Evidence for assessment should arise naturally from the range of tutor-led situations in which candidates are engaged, and should be recorded by the tutor as appropriate. Sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within any range specified. While a variety of assessment instruments is available, the tutor is encouraged to adopt an integrated approach to assessment in the unit.

## **Sporting Activity Units**

### **Performance Exemplification**

*Notes for Guidance and Interpretation:*

The purpose of these exemplifications is to add definition about performance qualities required at different levels within the sporting activity units. The standards described for sporting activity units equate with the standards described in the performance units within Physical Education at the five different levels within Higher Still. The evidence generated for the sporting activity units could be utilised as evidence towards achieving units of Higher Still courses in Physical Education.

The rationale used for describing performance is that the sporting activity units are performance driven. As such it is the whole view of performance that is described. This is in preference to a technique specific model of performance with only the associated movement patterns that accompany the techniques being described. This is considered to have limitations as a model of whole performance. Instead a model that describes in a more detailed way the demands, environments and practical contexts that candidates would typically be working in is offered. As such terms like 'perform skilfully' are used. Techniques are demonstrated through being selected, developed and refined in building towards performing in skilful contexts.

These definitions of performance contexts relate to outcome 1 in each unit. Following this, the definition of performance is specified according to the detail of each of the performance criteria at each level. This allows a description of the competences required within each performance criterion.

The performance qualities described are an exemplification of the performance standards associated with the different levels. They are issued as guidance for practitioners in delivering these units. They attempt to show a clear logical exemplification of standard as well as how progression could feasibly occur between different levels. The described qualities are not prescribed mandatory requirements that each candidate must exactly match. Instead the qualities described aim to paint a picture of the performance level required and, crucially, an insight into the context and demands that candidates are likely to be working in.

## BASKETBALL

### Sporting Activities: An Introduction (Access 3) - Outcome 1 'Perform skilfully in three different activities at a novice level'

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC(b) Relevant rules procedures are adhered to during participation in the three activities.</p>	
<p>At this level the participant is being introduced to and developing some of the important movements that define this particular activity. Court movement techniques should show some effective footwork, the ability to move between attack and defence and to attempt to pivot to retain possession.</p> <p>Their footwork should be mostly balanced and controlled with a wide base of support and low centre of gravity when necessary to retain possession. They should be able to take both small and large steps as necessary to assist in movement effectively. Some ability to move in different directions under control should be evident. For example at modest speeds being able to move backwards and across to cover space in defence.</p>	<p>They should be familiar with different shooting techniques and use these techniques in an identifiable way. Some shots may appear a little forced and many areas of refinement are necessary. Taking people on 1 vs 1 will be used rarely. They can dribble in quite well and complete an unopposed lay up shot quite effectively.</p> <p>At this level the participant should be developing ability to follow game patterns of play at a novice level. They should begin to anticipate changing from defence to offence and move accordingly. Occasionally they can follow changes in team play. For example through following the next moves in simple plays such as an outlet pass from defence at the beginning of a fast break.</p>	<p>At this level the participant should be able to follow relevant rules and procedures that allow passages of play to develop both in practices and small games. At this level participants should play according to the basic rules of fair play and safe well being of others.</p> <p>They should begin to realise the demanding but not overly physical nature of the game and should avoid unnecessary contact.</p> <p>They should be aware of the team nature of the game and play with this concept in mind. They should play according to the rules which have been determined for their particular setting.</p>

PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.		PC(b) Relevant rules procedures are adhered to during participation in the three activities.
<p>They should be able to jump stop if necessary and show an effective basic stance. They should show relative ease securing the ball. This should help to retain possession in both defence and in attack.</p> <p>Their passing should show reasonable accuracy with some effective timing and weighting, however it may be relatively limited in terms of use of different passes and with limited variation. Passes are likely to have limited penetration when under active pressure. Most of their 'safe' passes round the attacking periphery are usually effective.</p> <p>Their dribbling show be reasonably fluent and controlled, however it may be over-used and show a lack of control when under active pressure.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court which in defence and offence which show some limited positional sense.</p> <p>Their posture, stance and joint alignment beginning to help them to control space in different positions. This spatial control and fluency is beginning to allow their techniques of passing, shooting to benefit.</p> <p>If playing man to man defence they can usually follow their opponents movements and can occasionally control space between opponents and the basket.</p> <p>In defence they can usually stay between opponent and the basket at the beginning of an attack.</p>	<p>They should be aware of the importance of simple procedures that support the rules of the game such as safe playing areas, correct equipment.</p>

## BASKETBALL

### Sporting Activity (Intermediate 1) - Outcome 1 'Perform skilfully in the sporting activity at an introductory level'

PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.	PC (c) Appropriate movement patterns during performance at an introductory level are used.
<p>At this level the participant is being introduced to and developing some of the sport specific necessary for later progression. The court movement techniques of the performance should show effective footwork, the ability to move easily between attack and defence and to pivot to retain possession.</p> <p>Their footwork should be balanced and controlled with a wide base of support and low centre of gravity when necessary to retain possession.</p>	<p>Taking people on 1 vs 1 will be used rarely.</p> <p>They can dribble in quite well complete an unopposed lay up quite effectively.</p> <p>Their ability to rebound is modest, perhaps through being unable to dominate space block out.</p>	<p>At this level the participant should be able to select and combine options that show effective decision making in both attack and defence. On occasion the participant may be able to instigate changes in team play. For example through setting up different types of attacks or closing down opponents or space in defence.</p> <p>Participants show a limited number of options for creating space and outmanoeuvring opponents both individually and as part of linked team play.</p>	<p>At this level the participant should be developing ability to follow game patterns of play at an introductory level. They should begin to anticipate changing from defence to offence and move accordingly. Occasionally they can follow changes in team play. For example through following the next moves in simple plays such as an outlet pass from defence at the beginning of a fast break or setting up a up pass and cut to the basket in attack.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>They should be able to jump stop if necessary and show an effective basic stance. They should show relative ease when securing the ball and ability to adopt a ‘triple threat’ position in attack in order to make a contribution to the team when attacking.</p> <p>Their passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes and variation and penetration when under active pressure. Most of ‘safe’ passes round the attacking periphery are usually effective.</p>		<p>Occasionally this could involve deception, disguise and the ability to improvise in unexpected situations. Players can with guidance follow a planned strategy and make some decisions during play about opponent’s strengths / weaknesses and react to these. For example playing a man to man defence and adopting certain attacking roles in offence.</p> <p>Players at this level are beginning to recognise the overall benefits of high percentage passing as part of team play and make decisions during play which usually make this apparent. This is in preference to using more problematic options such as dribbling in defence and selecting low percentage scoring options.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court in defence and offence which reflect their responsibilities.</p> <p>Their posture, stance and joint alignment are beginning to help them to control space in different positions. This spatial control and fluency is beginning to allow their techniques of passing, shooting etc to benefit.</p> <p>If playing man to man defence they can usually follow their opponent’s movements and can occasionally control space between opponents and the basket.</p>

<p>PC (a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC (c) Appropriate movement patterns during performance at an introductory level are used.</p>
<p>Their dribbling should be reasonably fluent controlled however it may be over-used and show a lack of control when under active pressure.</p> <p>They should be familiar with different shooting techniques and use these techniques in an identifiable but limited way. Some shots may appear a little forced and many areas of refinement may be necessary.</p>			<p>In defence they can and increase their degree of opposition as their opponents become more of an attacking threat.</p>

## BASKETBALL

### Sporting Activity (Intermediate 2) - Outcome 1 'Perform skilfully in the sporting activity at a recreational level'

PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.		PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.	PC (c) Appropriate movement patterns during performance at a recreational level are used.
<p>At this level the participant is developing and partly refining some of the sport specific movements necessary for later progression.</p> <p>The court movement techniques of the performance should show effective fluent footwork, the ability to move quickly between attack and defence and to pivot to retain possession.</p> <p>Their footwork should be balanced and controlled with a wide base of support and low centre of gravity, when necessary, to retain possession and dominate space.</p>		<p>At this level the participant should be able to select and combine options that show effective decision making in both attack and defence. On occasion the participant may be able to instigate changes in team play. For example through setting up different types of attacks or closing down opponents or space in defence.</p> <p>Participants show a limited number of options for creating space and outmanoeuvring opponents both individually and as part of linked team play.</p>	<p>At this level the participant should show an effective ability to follow game patterns of play at a recreational level. They should anticipate changing from defence to offence and move accordingly. Occasionally they should set up changes in team play. For example through setting up simple plays such as an outlet pass from defence at the beginning of a fast break or setting up a pass and cut to the basket in attack.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to a recreational level</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>They should be able to jump stop if necessary and show an effective basic stance.</p> <p>They should show ease when securing the ball and an ability to adopt a ‘triple threat’ position in attack in order to contribute to team options when attacking.</p> <p>Their passing should show reasonable accuracy with effective timing and weighting, however it may be relatively limited in terms of use of different passes and variation when under active pressure. Most of their ‘safe’ passes round the attacking periphery are effective.</p> <p>Their dribbling should be reasonably fluent and controlled, however it may be over-used and show a lack of control when under active pressure.</p>		<p>Occasionally this could involve deception, disguise and the ability to improvise in unexpected situations. Players can with guidance follow a planned strategy and make some decisions during play about opponent’s strengths / weaknesses and react to these. For example playing a man to man defence and adopting certain attacking roles in offence.</p> <p>Players at this level recognise the overall benefits of high percentage passing as part of team play and make decisions during play which make this apparent. This is in preference to using problematic options such as dribbling in defence and selecting low percentage scoring options.</p>	<p>Participants can take on some of the responsibilities of a simple team strategy. They can adopt the positioning on court in defence and offence which reflect their responsibilities.</p> <p>Their posture, stance and joint alignment help them to partially dominate and control space in different positions. spatial control and fluency allows their techniques of passing, shooting , etc to benefit through being able to partly resist pressure placed on them by opponents.</p>

<p>PC (a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>		<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC (c) Appropriate movement patterns during performance at a recreational level are used.</p>
<p>They should be familiar with different shooting techniques and use these techniques appropriately in play. Some shots may appear a little forced and some areas of refinement necessary.</p> <p>Taking people on 1 vs 1 will be used occasionally.</p> <p>They can dribble quite quickly often against passive opposition and complete a lay up shot effectively.</p> <p>Their ability to rebound is modest, perhaps through being unable to dominate space and often through poor timing.</p>			<p>In defence they can sag off when marking opponents and increase their degree of opposition as their opponents become more of an attacking threat.</p> <p>If playing man to man in defence they can usually follow their opponents movements and mostly control space between opponents and the basket.</p>

## BASKETBALL

### Sporting Activity (Higher) - Outcome 1 'Refine performance in the sporting activity in demanding contexts'

PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.	PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.	PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.
<p>The relative importance of refining different techniques to perform skilfully will be dependent upon players role within a team. For example, as a guard, centre or forward.</p> <p>At this level the participant should demonstrate refined performance in demanding contexts in ball control/retention, dribbling, rebounding, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a guard, centre or forward.</p> <p>Participants can mostly select correct options and set up definite planned set plays as well as usually responding to the movements of team players in initiating attacks. This could include the setting of straightforward screens and pass and cuts the basket often from post plays.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their specialist position within the team unit. For example, as a guard, centre or forward.</p> <p>At this level the participant can show reasonable control and fluency when adopting particular strategies both in defence and offence.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the selected sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>The court movement techniques of the participant should show increasing effectiveness. Their personal ball retention techniques are very good and they should be able to command space both in defence and attack. Many aspects of court movement should become increasingly automatic to perform effectively.</p> <p>Increasingly in attack their passing opens up space through its variety and deception. They are increasingly effective at passing into tightly marked spaces.</p> <p>They can dribble comfortably when required and when combined with other techniques. For example, dribbling at the beginning of a lay up shot to get past opponents.</p> <p>Their shooting shows increasing control.</p>		<p>In defence they usually show an ability to make relevant defensive decisions based on managing space applying increasing degrees of pressure as necessary.</p> <p>Players usually show an ability to manoeuvre and outmanoeuvre opponents both individually and as part of linked team play. This could involve deception, disguise and the ability to occasionally improvise in unexpected situations.</p> <p>Players can with guidance adapt to changes in strategy and make decisions during play about opponents strengths / weaknesses. For example changing between Different formations as required.</p>	<p>When performing in the identified role they can effectively to other team players on most occasions to ensure that strategies are successfully adopted.</p> <p>They can adapt to both a planned game plan and can occasionally adapt plans when necessary during play.</p> <p>They apply techniques effectively during the game. They take into account other options during play when deciding next moves. They execute their role with a responsibility towards their greater role within the team unit.</p>

<p>PC (a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC (c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>Shots are rarely forced and show increasing refinement in the arc and speed of shot combined with an increase in the percentage scored.</p> <p>Rebounding is increasingly effective.</p>			<p>All of these attributes are apparent when working in demanding contexts e.g in conditioned games such as 3 vs 3 cross court with players of near equal ability and in full team competitive tournaments and events.</p>

## BASKETBALL

### Sporting Activity (Advanced Higher) - Outcome 1 'Refine performance in the sporting activity in increasingly demanding contexts.'

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>The relative importance of refining different techniques to perform skilfully will be dependent upon players role within a team, for example, as a guard, centre or forward.</p> <p>At this level the participant should demonstrate refined performance in increasingly demanding contexts in ball control/retention, dribbling, rebounding, passing, shooting, defensive and attacking effectiveness.</p> <p>These contexts are likely to be increasingly demanding through the level of opposition and the degree of pressure applied in practices and conditioned games.</p>	<p>Their shooting shows variety and a high degree of control. Shots are rarely forced and show increasing refinement in the arc and speed of shot combined with an increase in the percentage scored.</p> <p>Their rebounding is purposeful, dominant and well timed.</p>	<p>At this level the participant can make decisions in demanding performance contexts that are often related to their specialist position within the team unit, for example, as a guard, centre or forward. As such some of the following descriptions are more applicable to some roles than others.</p> <p>Players can select options correctly and set up definite planned set plays as well as responding to the movements of other team players in initiating attacks. This could include the setting of screens and cuts to the basket from high or low posts.</p>	<p>At this level the participant can show control and fluency in demanding performance contexts that are often related to their specialist position within the team unit, for example, as a guard, centre or forward.</p> <p>At this level the participant can show control and fluency when adopting particular strategies both in defence and offence. When performing in their identified role they can link effectively to other team players to ensure that strategies are successfully adopted. They can adapt to both a planned game plan and to adapting this when necessary during play.</p>

<p>PC (a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the in the sporting activity.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>
<p>The court movement techniques of the performer show a high degree of effectiveness. Their personal ball retention techniques are excellent and they should be able to dominate space both in defence and attack. Many aspects of court movements are increasingly automatic to perform effectively.</p> <p>In attack their passing frequently opens up space through its variety and deception. They are effective at passing into tightly marked spaces and use this attribute often.</p> <p>They can dribble comfortably when required and when combined with other techniques. For example, dribbling at speed at the beginning of a lay up shot to get past opponents.</p>		<p>In defence they show an ability to make relevant defensive decisions based on managing space and applying increasing degrees of pressure as necessary.</p> <p>Players show an ability to manoeuvre and outmanoeuvre opponents both individually and as part of linked team play. This could involve deception, disguise and the ability to improvise in unexpected situations.</p> <p>Players can adapt to changes in strategy and make decisions during play about opponents strengths/weaknesses..</p>	<p>They apply techniques effectively during the game. They take into account a number of viable options during play in deciding next moves. They execute their individual role with a clear responsibility towards their greater role within the team unit.</p> <p>All of these attributes are apparent when working in very demanding contexts e.g. in conditioned games such as 3 vs 3 cross court with players of near equal ability and in full team competitive tournaments and events.</p>