



2007 Physical Education
Higher Question Paper
Finalised Marking Instructions

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Higher Level Physical Education

2007 Question Paper – Marking Guidance

Introduction

1. In the Higher level Course examination candidates will have answered from the perspective of their experiences in a wide variety of activities. To produce an activity specific marking scheme would result in an enormous document which would be extremely cumbersome and time-consuming to use and which could never realistically cover all possibilities.
2. Physical Education teachers have experience in coping with the varying experience of candidates when applying criteria, for example in the assessment of performance within Higher level Physical Education. Drawing upon this experience, the marking scheme for the Question Paper is also based on assessment criteria.
3. In arriving at the assessment criteria for the Question Paper, descriptions of levels of competence for the awarding of marks (Appendix 1) have been devised for Higher level. Please note, Appendix 1 comprises generic instructions.

Marking the Scripts

1. Markers should refer closely to Appendices 1 and 2 and thereafter use their professional judgement to award marks to the various parts of each question. It must be stressed that the guidance given in Appendix 2 is not prescriptive and markers should give credit to candidates who make relevant use of other competencies, as defined in the assessment criteria, in their answers. Markers are encouraged to make use of the full range of marks available, including zero.
2. Consideration must be given to the whole answer. Markers should read the whole of each question twice before attempting to award marks.
3. Markers should be selective in their use of ticks. Ticks should be used to indicate where a candidate has demonstrated competency as defined in the assessment criteria. The number of ticks entered will **not** necessarily equate with the number of marks awarded for each part of a question.

Markers should be aware that the purpose of ticks is to indicate to the Examining Team at a later date where credit has been given.

4. Markers may come across a candidate who has not indicated clearly which part of a question he/she is responding to. In such cases, markers should exercise discretion and continue to mark the script as best they can indicating in the left-hand margin the part of the question which is being marked.

Where markers remain concerned about their interpretation of the candidates' intentions, the script should be drawn to the attention of the Principal Assessor in the manner indicated in the general instructions.

5. Marks may not be deducted for poor spelling or writing that is difficult to read. Scripts should be marked against the criteria as far as possible. In extreme cases, however, where markers are unable to proceed, the script should be drawn to the attention of the Principal Assessor.
6. Marks awarded for each part of each question should be entered in the right-hand margin where the candidates answer to that part of the question is considered to have ended. Marks thus entered should **not** be underlined or circled and **under no circumstances** should marks be totalled for each question. This will only serve to cause confusion when scripts are being checked by the Examining Team at a later date.
7. Marks awarded for each part of each question should be transferred to the grid headed 'Questions Attempted' at the back of the answer book. When all of the marks have been entered here, they should then be totalled and entered in the box on the front of the answer book.

Marking criteria (Appendix 1)

This Appendix outlines for markers the main Outcomes which candidates should be demonstrating in their answers. In some cases more than one Outcome can be assessed in a part of a question. The Outcomes assessed and key concept addressed are outlined in the question paper next to each part of the question.

The marking criteria for each of the Outcomes are detailed below. In applying these criteria markers are directed to:

use the appropriate marking criteria together with their professional judgement to award marks to the various parts of each question.

Outcome 1 – Analyse a performance in an activity

Candidates should be awarded **high marks** if they give a clear and detailed record, description or explanation of a performance.

Candidates should be awarded approximately **half of the marks** available if they give a satisfactory record, description or explanation of performance.

Candidates should be awarded **low marks** if their record, descriptions or explanations of performance are limited in scope and/or unsatisfactory in detail.

Outcome 2 – Use knowledge and understanding to analyse performance

Candidates should be awarded **high marks** if they demonstrate a clear and detailed understanding of relevant key concept knowledge and its application when analysing and developing performance.

Candidates should be awarded approximately **half of the marks** available if they demonstrate an understanding of relevant key concept knowledge and its application when analysing and developing performance.

Candidates should be awarded **low marks** if their understanding of relevant key concept knowledge and its application when analysing and developing performance is limited in scope and/or unsatisfactory in detail.

Outcome 3 – Monitor a programme of work

Candidates should be awarded **high marks** if they give a clear and detailed suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded approximately **half of the marks** available if they give satisfactory suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded **low marks** if their suggestions about programmes of work are limited in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.

Outcome 4 – Evaluate the analysis and development process

Candidates should be awarded **high marks** if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.

Candidates should be awarded approximately **half of the marks** available if their evaluations include some discussion of the effectiveness of analysis and development work undertaken.

Candidates should be awarded **low marks** if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.

Detailed Marking Instructions (Appendix 2)

Question	Part	Notes	Probable content
1 Performance Appreciation	a)	For 6 marks. The candidate should include most or some of the following points. Their answer should include detail with examples to support acquired KU. This may be equitable for a 3/3 mark split or bias; one in more depth for a 4/2 mark split.	Nature Individual/team. Indoor/outdoor. Directly/indirectly competitive. Objective/subjective scoring systems in application. Codes of conduct. Demands Technical, Physical, Mental and Special. Candidates may demonstrate KU across all types or focus on one more than others.
	b)	For 4 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to support KU.	Mental factors Managing emotions, dealing with cognitive/somatic anxiety. Level of arousal – over or under arousal. Handling stress affected by self confidence, motivation/concentration etc. The candidate may elaborate upon the influences on performance being positive/negative. Within the explanation offered there should be sound examples of how this was managed. For example, deep breathing, self talk etc.
	c)	For 6 marks. The candidate should include most or some of the following points. Their answer should include detail with examples to support applied KU. Content of answer will reflect activity selected.	The importance of integrated training Typically the notion of more than one type of fitness/demand being developed at the same time. Reasons should be included to exhibit related KU. The training programme offered may reflect the development of a technical and skill related quality/demand being developed (or any other relevant combinations). For example, in badminton: the aim=to develop the drop shot WHILST developing improved footwork (agility). The response should include relevant facts; train in the activity using repetition drills-moving to take feeds from R & L hand side of court-combine with footwork drill, eg from T to various numbered areas of court. Progress to combination/conditioned rallies to ensure refinement of shot ie efficiency, accuracy and disguised placement as a result of energy efficient movement to meet the shot with balance and poise to execute the shot and return to base ready for the next shot etc. A good response will typically include other relevant factors to demonstrate KU such as, progression, model performers, feedback, target setting, work to rest considerations, stages of learning, complexity of technique being developed, factors affecting performance, principles of training and or effective practice.
	d)	For 4 marks. The candidate should include some or more of the following points. Their answer should include detailed discussion to demonstrate the difference between monitoring and reviewing.	The importance of monitoring and reviewing. A good response will highlight the differences/benefits of the purpose of monitoring = ongoing process. Such as – reference to appropriate data methods to facilitate comparison of improvements, achieving targets set, gaining and acting on feedback, aids motivation, ensures further challenge and progress. Importantly, the response must include reference to reviewing performance = summative process. Many candidates will repeat or include some of the previously mentioned comments. However reference to the evaluation of the whole process ie the impact of the training/development programme/programme of work should be highlighted. Judgements on the success/effectiveness of the programme used PLUS judgements on the success/effectiveness to whole performance must be clearly defined.

Question	Part	Notes	Probable content
<p>2</p> <p>Performance Appreciation</p>	a)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to support KU.</p> <p>This answer must display both positive and negative elements.</p> <p>The answer may be split 2/2, 1/3 or 3/1 depending on depth of response.</p>	<p>Positive and Negative influences of mental factors</p> <p>A good response will highlight the potential <i>effects</i> that positive and negative mental factors impact performance.</p> <p>For example, <i>a positive influence</i> will impact upon performance by increasing state of mind/state of arousal and so enable the performer to produce sound levels of effectiveness/perform at maximum potential level/handle the pressure and remain calm/make appropriate decisions and enable appropriate actions in response to the immediate situation. There may be heightened awareness/confidence/early preparedness/few unforced errors/sustained performance standards and production of consistent application of skills to deal with the performance context. Reference may also be made to external factors such as crowd, level of competition and rewards.</p> <p>Conversely – <i>a negative influence</i> will impact performance in producing an ineffective/erratic/and unconfident performance. Other points raised may include apprehension/suffering cognitive and or somatic anxiety/the feeling of defeat before the event has begun etc.</p> <p>A link to other relevant factors may include; bad temper, nervousness/lack of commitment/committing fouls, over confidence/lacking confidence etc.</p>
	b)	<p>For 6 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to demonstrate acquired KU. In the related areas of three of the following technical, physical, personal and special qualities.</p>	<p>Related qualities</p> <p>Relevant explanation of the related technical, physical, personal and special qualities required in quality performances.</p> <p>Technical = application of wide repertoire of skills applicable in context Physical = responding to the physical requirements to sustain performance in any given situation Personal = displaying qualities of determination, aggression, competitiveness, confidence, etc Special = disguising intent etc</p> <p>Regardless of the qualities selected the candidate must exemplify the importance and impact to performance application.</p>
	c)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to support specific strengths and weaknesses.</p>	<p>Strengths and Weaknesses</p> <p>The responses will be wide ranging.</p> <p>The candidate should highlight S&W in relation to one of the technical, physical, personal and special qualities relevant to the performance of a quality performance. Merit should be applied according to depth and quality of response.</p>
	d)	<p>For 6 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to demonstrate acquired KU in the related training considerations.</p>	<p>Organising of training</p> <p>Within the response examples should include</p> <p>Cognisance of previously stated S&W. Setting of objectives/preparation for competitive event.</p> <p>Decisions taken as a result of the performance weaknesses/strengths reflective of appropriate training/development method(s) and or selected training regimes.</p> <p>Training considerations offered should reflect and offer examples based on the complexity of identified weaknesses, stage of learning, complexity of task etc.</p> <p>Training considerations may include some or more of the following: training in/out of the activity/conditioning approach, integrated training.</p>

Question	Part	Notes	Probable content
3 Preparation of the body	a)	For 6 marks. A candidate may use different approaches to answer this question. They could select all three types of fitness or two types in detail or one type referring to the relevant aspects in detail.	Physical, skill related and mental fitness Physical fitness-CRE-speed-muscular endurance-flexibility-stamina-strength-aerobic-anaerobic endurance-speed endurance-power Skill –reaction time-agility-co-ordination-balance-timing-movement anticipation Mental –level of arousal-rehearsal-managing emotion-visualisation All should make reference to how they relate to effective performance in the activity
	b)	For 4 marks. The candidate should show KU about the importance of gathering data and should include some or more of the following.	Gathering information Reasons–gather info on strengths and weaknesses in the activity and in particular types/aspects of fitness-specific fitness requirements for activity-your level of fitness-what to base training programme on –set future targets.
	c)	For 6 marks. The candidate should show both acquired and applied KU in relation to the training selected and should include some or more of the following. This will be a 2/4 split with the main marks for the appropriateness of training selected.	Types of training There should be a description of some form of training for selected approach, eg Within–fartlek short sprints and then continuous paced running with description of what they did Outwith–circuit training/weight training with description of what they did sets/reps/types of exercise Combination-continuous training in pool/weight training outwith pool with appropriate description of what they did Appropriateness-within-can involve activity specific movements and can develop skills as well as fitness-involve demands of the activity-can simulate the pressure demands of a competitive situation-can be fun and motivational Outwith-can develop both general and specific muscles/fitness-easy to do – minimum of equipment Combination–some of the above reasons but firmly explained why-variety in different training methods.
	d)	For 4 marks. The candidate should give explanation as to why changes were made and then give examples to support the answer. This should include some or more of the following.	Changes to programme of work Training had reached a level where it was not demanding – achieved short term goals-boredom with training- apply overload-apply principles of training-performance had stayed at same level-wanted to make progress in performance-motivation –variety-increase workload. Examples should be given which relate to fitness being developed.

Question	Part	Notes	Probable content
4 Preparation of the body	a)	For 4 marks. The candidate should choose an appropriate method of collecting information and then explain why the method is appropriate. This will be a 2/2 split.	Skill related fitness The aspects of fitness selected should be one of the following: reaction time-agility-co-ordination-balance-timing-movement anticipation. The methods could include skill related observation schedules-standard fitness tests-game analysis –knowledge of results-video. The methods were appropriate because recognized national tests against norms –identified –permanent record-provides evidence to compare progress/targets/improvements-if video pause/rewind-aids motivation-provides qualitative/quantative details of performance.
	b)	For 4 marks. The candidate should include some of the following to demonstrate KU with reference to the selected activity.	Mental fitness Remain calm-perform at maximum level-make appropriate decisions-be confident-handle pressure-reference to type of activity-crowd-level of competition emotions in games-control of oneself-could refer to both positive and negative factors in the activity-effect of bad behaviour-fouling in games –being nervous.
	c)	For 6 marks. The candidate should include some detail of actual examples and must relate to physical fitness. They should include some or more of the following. This will be a 4/2 split with major emphasis on the importance of goals.	Setting goals/physical fitness Reference may be made to short and long term goals-to know if you are improving-motivation purposes-keep focused and remain interested in your performance-clear direction of where you are going-see if your training is relevant and effective-record progress-incentive to work. Examples should refer to activity and physical fitness and could include reference to both long term and short term goals.
	d)	For 6 marks. The candidate should be able to show acquired knowledge and should include some or more of the following points. Could be 3/3 split or whole answer.	Monitoring Reference to planning-based on nature and fitness demands of activity-role within activity-strengths and weaknesses-time of season-may refer to smarter. Implementation-principles of training-period of season-important that it is not just described but refers back to goals and physical fitness.

Question	Part	Notes	Probable content
5 Skills & Techniques	a)	<p>For 6 marks. The candidate must include the following points to demonstrate acquired KU of Stages of Learning.</p> <p>Marks should be awarded on a 2 mark split.</p>	<p>Stages of learning A good response will include specific reference and appropriate detail with detailed explanations relevant to the stage of learning described. Examples are often included to highlight their understanding in context; this may be generic or linked to a specific skill/technique.</p> <p>For example, at the cognitive stage a performer will be reliant on a lot of instruction/feedback. The performer is learning about the sub routines of the skill/technique. Success rate/effectiveness is not refined etc.</p> <p>At the associative stage, a performer will still be reliant on instruction/feedback but will be developing ability to self evaluate. The performer is more able to link the sub routines of the skill/technique; the execution of the skill is recognisable but the success rate/effectiveness is still not consistent or highly effective etc.</p> <p>At the automatic stage, a performer will be less reliant on instruction/feedback with an ability to self evaluate and identify weaknesses. The performer is able to link the sub routines of the skill/technique; the execution of the skill is recognisable with control and consistency etc.</p> <p>A link to other relevant factors may include: progressions possible from one stage to the next, model/skilled performer etc.</p>
	b)	<p>For 6 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to support specific strengths and weaknesses.</p>	<p>Practice considerations A good response will include details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods will be included highlighting the selections made.</p> <p>For example, at the cognitive stage—many shadow/repetition practices were incorporated to ensure..... etc. At the associative stage some shadow/repetition practices progressing to combination drills, etc. At the automatic stage of learning more pressure/problem solving drills were used to advance and challenge learning and performance development.</p> <p>A link to other relevant factors may include: whole part, gradual build up, mass/distributed, closed/open contexts etc.</p>
	c)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer MUST include detailed description about the tools used. Simply naming the method is not sufficient.</p>	<p>The monitoring process Description of the method(s) used must be offered; a diagram will often feature to support answer. The appropriateness of the tools of analysis described should enable either qualitative or quantitative details of performance progress.</p>
	d)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer MUST include detailed discussion about whole performance improvement.</p>	<p>Whole performance development A good response will highlight the impact of skill/technique development to WHOLE performance development. For example a more consistent application/fewer errors/more points won, a positive benefit including greater confidence etc.</p>

Question	Part	Notes	Probable content
<p>6</p> <p>Skills & Techniques</p>	a)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to support KU.</p>	<p>Features of a skilled performance</p> <p>A good response will include reference to the range and qualities that are evident in a skilled/model performance. Reference should be made across the range of qualities displayed ie – technical, physical, skill and mental related.</p> <p>A link to other relevant factors may include: wide repertoire of skills evident and executed at the correct time with consistency, fluency, ease of economy. Movements/application of skills seem effortless. Management of emotions are controlled. A degree of confidence. Few unforced errors. Makes appropriate decisions when under pressure etc.</p>
	b)	<p>For 4 marks. The candidate should include some or more of the following points. Their answer should include full detail with relevant examples to demonstrate acquired KU in the related areas of information processing and skill classification.</p>	<p>Information Processing = Relevant description; this may be supported with use of a diagram. The description should include details appropriate to the skill/technique selected.</p> <p>The 4 stages should appear in sequential order of INPUT via stimuli/senses/instruction/demonstration or feedback offered. DECISION MAKING- action to be taken. OUTPUT via taking appropriate action. EVALAUTION—what was the outcome of action taken; successful/unsuccessful, effective/ineffective.</p> <p><i>Remediation process</i> now occurs—repeat the action to develop/refine—regress to address weaknesses identified—progress to the next stage.</p> <p>Skill classification = Relevant description of various types of skill. The description should include details appropriate to the skills selected inclusive of example. The classified skills likely to appear: Open/Closed Discrete/Serial/Continuous. Simple/Complex.</p> <p>Points highlighted:</p> <p>Open – dependent on different variables, externally paced, eg a corner kick in football.</p> <p>Closed – internally paced, no clear beginning or ending, eg a drive in golf.</p> <p>Discrete – clear beginning and end, requiring fine motor skills.</p> <p>Serial – a combination of discrete skills which performed in sequence produces a unique skill such as lay up in Basketball</p> <p>Continuous – no clear pattern of beginning or end such as swimming</p> <p>Simple – requiring few su routines, no element of danger = forward roll in gymnastics</p> <p>Complex – many sub routines, element of danger= front somersault in gymnastics.</p>
	c)	<p>For 6 marks. The candidate should include some or more of the following points. Their answer MUST include detailed description about the tools used. Simply naming the method is not sufficient.</p> <p>This may be equitable for a 3/3 mark split or bias; one in more depth for a 4/2 mark split.</p>	<p>Appropriate methods</p> <p>Description of the method(s) used must be offered; a diagram will often feature to support answer. The appropriateness of the methods described should enable either qualitative or quantative details of performance progress. A range of relevant methods will be selected from: movement/mechanical or consideration of quality.</p> <p>Explanations offered about appropriateness may include, it provides evidence to compare progress/targets/improvements. It is a permanent record, can be used time and time again, aids motivation, and ensures further challenge and progress, information can be gathered at the beginning/middle and end etc. If video is used, reference will be made to pause/rewind facility etc.</p>
	d)	<p>For 6 marks. The candidate should include some or more of the following points.</p> <p>This may be a 3/3 split or a 2/4 split – 2 for programme or 4 for review.</p>	<p>Programme of Work</p> <p>Cognisance of stated S&W of selected skill/technique.</p> <p>A range of appropriate development programmes will be offered and may include details about the complexity of identified weaknesses, stage of learning, complexity of skill/technique etc. The responses offered may include details of weeks 1 & 2, weeks 3 & 4, weeks 5 & 6 etc. The content and structure given must be justified with progressions made within the programme.</p> <p>Importantly, the response must include reference to reviewing the programme of work. Details should include some of the following: it provides evidence to compare progress/targets/improvements, aids motivation, ensures further challenge and progress, highlights whether programme was successful and appropriate for skill development and stage of learning.</p>

Question	Part	Notes	Probable content
7 Structures, Strategies and Composition	a)	For 6 marks. Candidates should show acquired KU as to why it is important to gather information on selected SSTC. They should include some or more of the following. The split could be 4/2 but main emphasis on importance of gathering information.	Information gathering Find out the strengths and weaknesses of your team/your role in team/of opposition-find out if your SST is effective or requires change-to suit particular needs-to inform decisions about the future-able to plan a programme of practice to implement SST more effectively. Examples should be given of the strengths and weaknesses identified.
	b)	For 4 marks. The candidate is required to describe how they addressed weaknesses and explain the actions. They are required to show applied KU. They should include some or more of the following. This could be a 2/2 split.	Programme of work They will describe a programme of work taking cognisance of weaknesses described previously-a range of programmes may be offered-including practising parts in isolation –unopposed/opposed practices/games-the content and structure must be justified with possible progressions within programme to explain the actions. Candidates may also change or adopt the SSTC either as individuals or as a team as a short term measure.
	c)	For 4 marks. The candidate is expected to show acquired KU as to why monitoring is important. They should include some or more of the following.	Monitoring It provides evidence to compare progress/targets/improvements- aids motivation-gives evidence on whether programme of work carried out has been effective-checking whether training methods were appropriate-ensures progress and further development-gives feedback on your performance-training at correct intensity-if improvements were made in areas/weaknesses you targeted-making sure you are not overworking-analyse your training on an ongoing basis-information to plan adjustments to your training.
	d)	For 6 marks. The candidate is expected to show applied knowledge in two selected principles/fundamentals or the candidate should include some or more of the following.	SSTC fundamentals and principles Speed in attack-for example the candidate may (in fast break in basketball) show importance of getting ahead of the ball and the opposition to score an easy lay up/unopposed shot or create overload. Width depth mobility –in any activity game area a team should successfully cover the width as well as length (depth) of area-also team should adapt and respond to change of either team SSTC or tactics of opposition. Importance of creativity-in gymnastics the types of actions/movements in a particular sequence/linking movements together-allow sequence to flow-score more marks. Using repetition, variation and contrast in dance, similar to above in gymnastics, but using different levels/movements for variation/contrast/repeating movements within dance. In all, the key is to explain the importance when applying the selected SSTC.

Question	Part	Notes	Probable content
8 Structures, Strategies and Composition	a)	For 4 marks. The candidate should include detailed description and knowledge(acquired) of the Structure, Strategy or Composition selected.	Description of SSTC Basketball – eg fast break, zones-different types Football – 4-2-4, 4-3-3 diamond formation 3-5-2 Badminton front back – side/side Dance – particular sequence Gymnastics – particular sequence/routine Volleyball – rotation Hockey – penalty corner-4-3-3
	b)	For 6 marks. The candidate should show applied KU and discuss the problems they faced. Their answer should show detailed discussion on some or more of the following points.	SSTC problems Problems will probably be described with outcome of problem and then discussed. Examples may refer to the role in SSTC – the skills/weaknesses of individuals/team when applying SSTC-link to the SSTC being applied by opposition-pressures of performing to spectators-time restrictions applied-strengths and weaknesses of opposition.
	c)	For 6 marks. The candidate should show KU of how the problems mentioned previously were addressed. This will require the candidate to be able to use decision making and problem solving. The candidate will show detailed discussion .	Decision making and problem solving Cognisance of problems mentioned. Reference will be made to possible changes to SSTC-either as individuals or as part of a team- a range of development programmes will be evident –the structure should be justified as well as the content-the SSTC may be adapted to cope with problem.
	d)	For 4 marks. The candidate should explain how they evaluated improvements to SSTC. They should include some or more of the following.	Evaluation Methods selected to gather information on improvements –video-game analysis –observation schedules-knowledge of results-criteria check lists-statistics-personal reflection-feedback internal/external-comparison to previous information gathered.

[END OF MARKING INSTRUCTIONS]