



**2007 Physical Education**

**Intermediate 2**

**Finalised Marking Instructions**

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## **Marking Instructions 2007**

### **OUTCOME 1 – Explain performance in an activity**

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

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

Candidates should be awarded **low marks** if they give a limited record, description or explanation of performance.

### **OUTCOME 2 – Use knowledge and understanding to analyse performance**

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

Candidates should be awarded **low marks** if they show limited understanding of relevant key concept knowledge and its application when analysing and developing performance.

### **OUTCOME 3 – Monitor a programme of work**

Candidates should be awarded **high marks** if they give clear and appropriate 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 appropriate 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 and unlikely to lead to performance development.

### **OUTCOME 4 – Review the analysis and development process**

Candidates should be awarded **high marks** if the review contains a clear and appropriate description of the effectiveness of the analysis and development work undertaken and its effects on performance.

Candidates should be awarded approximately **half of the marks** if the review contains an appropriate description of the effectiveness of the analysis and development work undertaken and its effects on performance.

Candidates should be awarded **low marks** if the review contains a limited description of the effectiveness of the analysis and development work undertaken and its effects on performance.

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
1.	(a)	<p>Overall nature and demands of quality performance.</p> <p>Technical, physical, personal and special qualities of performance.</p>	1&2	<p>Candidates could show KU on what they would expect in a quality performance, such as technical, physical, personal and special qualities or fluency, precision, accuracy and control.</p> <p>Candidates may demonstrate KU across all types or focus on more than one.</p>	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
1. (cont)	(b)	<p>Technical, physical, personal and special qualities of performance.</p> <p>The use of appropriate models of performance.</p>	1&2	<p>Candidates could compare their performance against model performance showing strengths and weaknesses.</p> <p>This should relate to technical, physical, personal and special qualities of their performance.</p>	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
1. (cont)	(c)	Planning and managing personal performance improvement.	2&3	<p>Candidates should outline an appropriate programme of work linked to their identified weakness(es).</p> <p>For example, the programme selected may be a technical/skill related programme, looking at developing a smash. The response should include relevant factors such as methods of training, duration, target setting, work-to-rest ratio, progression.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
1. (cont)	(d)	Mental factors influencing performance.	2	<p>KU of mental factors, eg control of aggression, visualisation, rehearsal and how they influenced their performance. The response to the question may be approached through a positive or negative perspective, eg controlling anxiety through use of deep breathing, self talk.</p> <p>Improving self confidence, self esteem.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(e)	Planning and managing personal performance improvement.	3	<p>KU of methods of monitoring and how monitoring helped them work towards a model performance.</p> <p>Reference could be made to data collection, ie observation schedules, fitness tests, feedback, video, training diary.</p> <p>When and how comparisons were made.</p>	<p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
2.	(a)	Technical, physical, personal and special qualities of performance.	1&2	Candidates select two qualities and describe their strengths and weaknesses, eg special qualities such as fluency, precision, accuracy and control.	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>6 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible responses	Marking criteria	Marks
2. (cont)	(b)	Planning and managing personal performance improvement.	2&3	Candidates could consider the goals they have set, and an appropriate programme of work, eg the programme selected may be a technical/skill-related programme, looking at developing a smash. The response should include relevant factors such as methods of training, duration, target setting, work-to-rest ratio, progression.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if they suggestions about progress of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
2. (cont)	(c)	The use of appropriate models of performance.	2&4	<p>KU relating their own performance, compared to that of a model performance, eg knowledge of previous performance, strengths and weaknesses.</p> <p>Responses could demonstrate KU across technical, physical, mental or special, or focus on one or more.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Review the analysis and development process</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded <b>low marks</b> if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.</li> </ul>	<b>3 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
2. (cont)	(d)	Planning and managing personal performance improvement.	3	<p>KU relating to how they monitored their new performance eg, reference should be made to data collection ie, observation schedules, fitness tests, feedback, video, training diary.</p> <p>Candidates may also show when and how comparisons were made.</p>	<p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>
	(e)	Planning and managing personal performance improvement.	4	<p>Candidates could discuss a future development need and how they will go about developing this need.</p> <p>The response may link to further developing the quality selected in (b) or may relate to a completely new quality.</p>	<p><b>Review the analysis and development process</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded <b>low marks</b> if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.</li> </ul>	<b>3 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
3.	(a)	Physical, skill-related and mental types of fitness.	2	<p>KU about the aspect selected from the type of fitness and how important it is to their activity.</p> <p>Physical – CRE, muscular endurance, flexibility, strength, speed.</p> <p>Skill Related – Reaction time, agility, co-ordination, balance.</p> <p>Mental – level of arousal, rehearsal, managing emotions.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(b)	Fitness assessment in relation to personal performance and the demands of activities.	1	<p>Two methods of data collection should be described, relating to the aspect of fitness selected. Each method selected must be relevant eg, CRE – time-related obs schedule, Cooper Test</p> <p>Agility – Illinois Test</p> <p>Candidates should have a full description to access full marks.</p>	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
3. (cont)	(c)	Principles and methods of training.	2&3	Candidates must show KU on the Principles of Training and give examples of how these principles helped them to plan a training programme, eg frequency, duration, intensity, reversibility, progressive overload, specificity – linked to how they helped plan a training programme.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
3. (cont)	(d)	Application of different types of fitness in the development of activity specific performance.  Principles and methods of training.	2&3	Description of a training programme – to include features such as – training methods (description), targets, duration, frequency, progressive overload.  Specific examples could be made from the training programme.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
3. (cont)	(e)	<p>Application of different types of fitness in the development of activity-specific performance.</p> <p>Physical, skill-related and mental types of fitness.</p>	4	<p>Relating to aspect of fitness selected, candidates should describe how their performance has improved.</p>	<p><b>Review the analysis and development process</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded <b>low marks</b> if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
4.	(a)	Application of different types of fitness in the development of activity specific performance.  Physical, skill-related and mental types of fitness.	2	Candidates select one type of fitness and show KU into how low levels of this type of fitness can affect performance. Candidates can select one or more aspects from that type of fitness, eg mental fitness – performer cannot control their emotions and therefore does not make the correct decisions under pressure.	<b>Use knowledge and understanding to analyse performance</b> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(b)	Principles and methods of training.	2	Candidates could respond with reference to identifying strengths and weaknesses, specificity, own level of fitness, role within performance, etc.	<b>Use knowledge and understanding to analyse performance</b> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
4. (cont)	(c)	Physical, skill-related and mental types of fitness.  Principles and methods of training.	2&3	Candidates could select an aspect of fitness and describe a method of training. The method of training must be relevant to the aspect of fitness selected, eg fartlek training – description of the types of short sprints, followed by continuous paced running. Candidates could describe the number of reps and sets, and the intensity of the training.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
4. (cont)	(d)	Planning, implementing and monitoring training.	3	<p>KU of methods of monitoring performance and when this monitoring was carried out, eg fitness test, time-related observation schedule, feedback.</p> <p>Before/Middle/End of programme and make comparisons.</p>	<p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>
	(e)	Physical, skill-related and mental types of fitness.	4	<p>Within the selected type of fitness, candidates discuss a future development need and how they will go about developing this need. This may lead on from the aspect of fitness selected or may be a completely different development need.</p>	<p><b>Review the analysis and development process</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded <b>low marks</b> if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
5	(a)	The concept of skill and skilled performance.	2	Candidates require a full description of a skill, looking at possibly breaking down into Prep/Act/Rec, consideration of fluency, decision making, skill classification, few errors.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(b)	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.	1	Description of appropriate methods for collecting data – such as general observation schedule, focussed observation schedule, scatter diagram, video, etc A diagram will often feature to support answer.	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul>	<b>3 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
5. (cont)	(c)	The development of skill and refinement of technique.	2&3	Answer should include KU about the various methods of practice and actual examples of the practice. The methods selected must be appropriate/relevant/specific to the skill/technique being developed. Examples may include: shadow, repetition, pressure. Detailed description of the practices used are helpful, diagrams help to support response.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>5 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
5. (cont)	(d)	The development of skill and refinement of technique.	2&3	<p>KU relevant to the cognitive stage of learning. They should identify methods of practice and why they are appropriate for the cognitive stage of learning, eg shadowing the movement to learn the specific parts of the skill. Partner feed to help practice the skill and focus on the specific parts of the skill.</p> <p>In the cognitive stage of learning the performer requires more instruction/ feedback and therefore practices require to be simple.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	4 marks available

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
5. (cont)	(e)	The development of skill and refinement of technique.	2	KU of principles of effective practice, such as work-to-rest ratio, fatigue, boredom, identifying strengths and weaknesses and how they have helped when developing the selected skill/ technique.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
6	(a)	The concept of skill and skilled performance.	2	Full descriptions of two skills, one they performed well and one which was in need of improvement. Candidates could break this down into Prep/Act/Rec, consideration of fluency, decision making and skill classification.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(b)	The concept of skill and skilled performance.	1&2	Candidates should discuss the effect the skill they performed well had on their whole performance, eg I was able to play my overhead clear high to the back of the court, which my opponent found difficult to clear, therefore the shuttlecock was set up for me to play an easy smash to win a point.	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
6. (cont)	(c)	The concept of skill and skilled performance.	1&2	Candidates should discuss the effect the skill that required improvement had on their whole performance, eg when playing Basketball I found that I lost control when I was dribbling the ball, which resulted in the opposition stealing the ball.	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
6. (cont)	(d)	The development of skill and refinement of technique.	2	<p>Candidates should outline a programme which is suitable to further developing the skill that they performed <b>well</b>.</p> <p>Candidates could consider some of the following – target setting, duration of programme, methods of practice, stage of learning, work-to-rest ratio.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(e)	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.		<p>Candidates may consider methods of monitoring performance, such as video, observation schedules, feedback and reflection of performance. They could then give information on how these methods made sure the programme of work was effective.</p>	<p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
7	(a)	The structure, strategies and/or compositional elements that are fundamental to activities.	2	Candidates should describe a structure, strategy or composition they have used, eg Football – 4-4-2 Basketball – Man to Man, Zone, Fastbreak Dance – Specific performance using choreographic terms such as Rondo.	<b>Use knowledge and understanding to analyse performance</b> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(b)	Identification of strengths and weaknesses in performance in terms of: roles and relationships; formations; tactical or design elements; choreography.	1&2	Candidates should describe two weaknesses of their structure, strategy or composition.  This should be directly linked to SSC, eg particular role/relationship within Fast Break. Pressure being applied by opposition in Football may create weaknesses within 4-4-2.	<b>Explain performance in an activity</b> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <b>Use knowledge and understanding to analyse performance</b> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
7. (cont)	(c)	Information processing, problem-solving and decision making when working to develop and improve performance.	2	<p>Candidates should suggest ways to reduce the effect of the two main weaknesses. Suggestions must be linked to the weaknesses, for example altering the structure, strategy or composition</p> <p>This may involve the whole team or individuals.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>
	(d)	Information processing, problem-solving and decision-making when working to develop and improve performance.	2	<p>Candidates select two from the list and describe a particular situation where they were important, eg adapt/alter a structure, strategy or composition, because of a particular weakness.</p>	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>5 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
7. (cont)	(e)	Information processing, problem-solving and decision-making when working to develop and improve performance.	3	<p>Candidates should demonstrate KU on how they monitored their structure, strategy or composition, eg video, feedback, reflecting on performance, observation schedules.</p> <p>How and when comparisons were made.</p>	<p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>3 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
8	(a)	The structures, strategies and/or compositional elements that are fundamental to activities.	2	Candidates select two of the elements and discuss how they are important to their structure, strategy or composition, eg speed in a Fast Break, being able to move the ball quickly down the court to outnumber the defence to score easy lay-up. Width – the benefits of using width in Football to create more space. Linking movements in Dance so that motifs link together fluently, showing a better standard of performance.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>5 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
8. (cont)	(b)	Information processing, problem-solving and decision-making when working to develop and improve performance.	2&3	Candidates should link practice situations to the two elements selected, eg a description of a practice session which uses actual speed drills, then fast break drills, concentrating on moving with speed.	<p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul> <p><b>Monitor a programme of work</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.</li> <li>• Candidates should be awarded <b>low marks</b> if their suggestions about programmes of work are limited and unlikely to lead to performance development.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
8. (cont)	(c)	Information processing, problem-solving and decision-making when working to develop and improve performance.	1	Candidates should show KU of how they collected information on their structure, strategy or composition, eg video, observation schedule, coach feedback, reflection of performance.	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate recode, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul>	<b>3 marks available</b>
	(d)	Information processing, problem-solving and decision-making when working to develop and improve performance.	1&2	<p>Candidates should show KU to why the methods selected in (c) were appropriate, eg identifying specific strengths and weaknesses.</p> <p>Enables targets to be set.</p> <p>Video evidence can be stored and played back (slow motion etc). This allows players to reflect on their performance as a team or as individuals.</p>	<p><b>Explain performance in an activity</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they give a clear and appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate record, description or explanation of performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they give a limited record, description or explanation of performance.</li> </ul> <p><b>Use knowledge and understanding to analyse performance</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> <li>• Candidates should be awarded <b>low marks</b> if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</li> </ul>	<b>4 marks available</b>

Question	Part	Key concept knowledge	Outcome	Possible Responses	Marking criteria	Marks
8. (cont)	(e)	Information processing, problem-solving and decision-making when working to develop and improve performance.	4	Candidates should describe next steps in the development of their structure, strategy or composition, eg possible change of structure, strategy or composition, or how they planned to improve their current structure, strategy or composition.	<p><b>Review the analysis and development process</b></p> <ul style="list-style-type: none"> <li>• Candidates should be awarded <b>high marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded approximately <b>half of the marks</b> if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</li> <li>• Candidates should be awarded <b>low marks</b> if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.</li> </ul>	<b>4 marks available</b>

[END OF MARKING INSTRUCTIONS]