



2008 Physical Education

Higher Question Paper

Finalised Marking Instructions

Contents:

- **Marking Guidance**
- **Marking Criteria (Appendix 1)**
- **Detailed Marking Instructions (Appendix 2)**

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Higher Level Physical Education

2008 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.

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
1 Performance Appreciation	a) 6 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>To demonstrate acquired KU, the candidate's response should include descriptive detail about their personal performance in relation to 2 selected qualities.</p> <p>Where a response demonstrates greater depth of acquired knowledge in one particular quality a 4/2 mark split may be applied.</p>	<p>Qualities: In relation to any of the qualities selected a detailed personal description should be included in the candidate's response. In this respect the candidate may elect to answer from the viewpoint of having a positive or negative affect on performance. Similarly the description could be offered <i>via</i> a summary of S&W OR strengths only OR a comparative summary via a model performer. For example, should the candidate select:</p> <p>Technical: Reference may be made to wide repertoire of skills eg <i>my dribbling, passing, shooting etc is consistent and accurate</i>; this may be accompanied by clarification of success rate/quality of execution of PAR. For example, <i>like a model performer I execute my ... with power</i>, etc.</p> <p>And or</p> <p>Physical: Reference may be made to more than one aspect of fitness. To support KU the candidate must describe how the selected aspect of fitness affected performance. For example, <i>my high levels of CRE, Speed End helped me maintain pace and track my opponents continuously... etc... my poor flexibility makes it difficult for me to ...</i> Unlike a model performance my lack of power meant that, etc</p> <p>And or</p> <p>Personal: Reference may be made to inherent qualities, for example, <i>height helped me to win rebounds consistently</i>. Other acceptable personal qualities such as being decisive/determined/confident/competitive etc, <i>put me at an advantage and intimidated my opponents</i>, etc.</p> <p>And or</p> <p>Special: Reference may be made to the ability to create opportunity, disguise intent, make performance look more dynamic, apply flair, had the ability to choreograph routines/link complex skills etc. For example, <i>these unique qualities helped me to fake my intent and so wrong foot my opponent/my routine was exciting to watch</i> OR <i>this helped me gain more points</i>, etc.</p>

	<p>b)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include full detail about how reliable information was gathered.</p> <p>Analytical thinking should be evident in the selection of the method to match the quality selected.</p>	<p><u>Gathering data</u>: Description of the method(s) used may be offered; a diagram will often feature to support answer. In context of the answer candidates should reference the '<i>process</i>' ie how the data was collected. A narrative account of <i>what</i> was done and <i>why</i> should be obvious; thus demonstrating logical thinking. Evidence of critical thinking should be apparent in the selection/detail of the method(s) selected as this should enable the candidate to gather either/or both qualitative/quantitative details of performance strengths and weaknesses in whole performance; in this respect the notion of reliability/validity should be apparent. <i>NOTE</i> '<i>face validity</i>' of candidates' choice should be accepted in this instance. For example, <i>whole</i> performance skills/fitness/qualities may be gathered via reliable methods such as video, performance profiles, scattergrams, match analysis sheet, fitness tests, etc. Most likely, the process offered in the responses will examine <i>Initial data</i> collection then <i>Focussed</i> to value the identification of S&W. Crucially the link to other relevant factors may include: this information was then used to gain feedback, establish training/practice priorities.</p>
	<p>c)</p> <p>4 marks</p>	<p>The candidate should demonstrate a level of critical thinking when considering the benefits of using models of performance.</p>	<p><u>Model Performers</u>: Explanations offered about the importance/benefits/advantages of considering MPs may include the opportunity for less experienced performers to:</p> <ul style="list-style-type: none"> • observe quality/effortless performance and or application of skills • compare before/after development • monitor progress/targets • increase motivation • provide challenge(s) • provide meaningful feedback • mirror training/practices • copy the execution of skill/technique • inspire design ideas • be given accurate feeds/placement • make quicker progress can • prevent bad habits from forming, etc.

	<p>d)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include detailed discussion to demonstrate thorough KU about the importance of goal setting. In this context both acquired and applied K is examined.</p> <p>Up to 4 marks may be given for the discussion offered and up to 2 marks for examples given.</p> <p>Note – in this analysis area the candidate can exemplify across all other analysis areas as they identify/justify goals set.</p>	<p>Goal setting: A good response will highlight the need to consider <i>short-term</i> goals to enable achievement of <i>long-term</i> goal status.</p> <p>A reference to planning is crucial as there is a need to <i>think</i> about both immediate & long-term achievements. Some candidates may also refer to <i>mid term</i> goals others may link goal setting to training goals demonstrating related KU of phases of training; pre/mid/competitive or micro, meso, macro.</p> <p>Regardless of the tact taken, the candidate should demonstrate detailed KU by showing critical thinking, for example:</p> <p><i>considering my short term goals eg to maintain general fitness, refinement of technical/mental/special abilities etc, this enabled me to work towards my longer-term goals such as developing more specific aspects of fitness/skills etc, this in turn for eg improves tactical plans and enables more practiced alternatives to be applied or adapted when in competitive situations, etc.</i></p> <p>The candidate should demonstrate critical thinking when exemplifying specific examples of personal goals set. The examples must be relevant and justified.</p> <p>A link to other important factors may feature such as increases motivation/determination, highlights where weaknesses require further improvement or where strengths are maintained, ensures pacing/progression of training/practice, ensures working towards a common aim/enables before and after comparisons to be made/helps reflect success and establishes future goals, etc.</p>
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			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
2 Performance Appreciation	a) 4 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include full detail with relevant examples to demonstrate acquired KU.</p> <p>It is perfectly acceptable that the candidate may offer from an individual/team perspective.</p>	<p><u>Mental factors:</u> A good response will include detailed KU about the effects of cognitive and or somatic anxiety, state of arousal/managing emotions/dealing with stress. Other points raised may include lack of concentration, self-belief or confidence etc.</p> <p>Reference may be made to the potential <i>effects</i> of positive and negative mental factors on performance and or the internal/intrinsic, external/extrinsic effects. 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 KoP/KoR or external factors such as crowd, level of competition and rewards.</p> <p>Conversely – <i>a negative influence</i> will impact performance producing an ineffective/erratic and unconfident performance, apprehension before; cognitive anxiety, and during performance, nerves get the better; somatic anxiety – physiological response, and so more unforced errors/fouls/made, severe lapse of concentration which may cause poor decision making or an inability to stick to role related duties associated with application of structure/strategy, etc.</p>

	<p>b)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate should reference how the selected mental factor affected performance in a negative way. In this context both acquired and applied K is examined as the candidate is also required to highlight which method(s) helped them to manage the situation.</p> <p>The mark allocation will be a 3/3 mark split.</p>	<p><u>Mental factors:</u> The candidate should highlight the specific aspect of mental fitness, such as dealing with cognitive/somatic anxiety, managing emotions, level of arousal – over or under arousal. The selected factor must be relevant and the effect on performance justified. For example, <i>cognitive anxiety affected my self confidence, motivation/concentration prior to me starting my game...The very thought of going on court made me panic.., I could not overcome my fear and so....</i> etc.</p> <p>Accompanying the examples offered there should sufficient depth and quality of explanation to exhibit applied KU in context. For example, <i>As part of my warm up I used deep breathing, self talk, mental rehearsal, visualisation to keep me calm</i> etc.</p> <p>Crucially the candidate must justify why the selected method(s) were appropriate. For example, self talk was appropriate as it is quick to use... key/trigger words give me a boost; concentration is increased... etc... visualisation helps me go over in my mind how to execute the shot... I can complete this instantly and so groove my focus and imagine the shot go in, etc</p>
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	<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include full detail with relevant examples to demonstrate applied KU from the programme of work used.</p>	<p><u>Weakness:</u> As the structure of the question is open-ended, the responses offered will be wide ranging. The candidate should however cite the weakness in relation to either a technical, physical, personal and mental factors relevant to their performance. For example, the complexity of identified skill, stage of learning, complexity of task, level of fitness; in this respect the notion of validity should be apparent and justified.</p> <p>Merit should be given according to depth/quality/relevance of improvement programme offered. Crucially the link to how this programme was planned and managed must be made. For example, <i>'the process'</i> planning considerations may include some or more of the following:</p> <ul style="list-style-type: none"> • whether to train in/out of the activity • the merits of using a conditioning approach or to integrate training <p>Management considerations may include, for example:</p> <ul style="list-style-type: none"> • duration of programme • applying principles of practice/training as appropriate • feedback/monitoring etc <p>Most likely the candidate will give specific examples, for example:</p> <ul style="list-style-type: none"> • In weeks 1-2 I used ..., in weeks 3-4 ... • I then introduced ... as this helped to • Finally in weeks 5-6, I knew to ... etc.
	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include full detail to support acquired KU about the review process.</p>	<p><u>The review process:</u> A good response will include specific points about the importance/purpose of the 'process', for example:</p> <ul style="list-style-type: none"> • it may provide qualitative or quantitative details of whether the programme is effective/working • it substantiates specific fitness/skill progress • it makes sure that overload/progressions can be applied as appropriate, etc <p>Explanations offered about the effectiveness may include:</p> <ul style="list-style-type: none"> • it provides evidence to compare progress/targets/improvements • enables changes/adaptations to be made during my programme to ensures further challenge and progress • it promotes motivation and challenge

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Question 3	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
Preparation of the body	a) 6 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate acquired KU in the description of how each type of fitness contributes to effective performance within the activity selected.</p> <p>The mark allocation will be 2/2/2.</p>	<p><u>Physical skill related and mental types of fitness</u> You would expect the candidate to select the most appropriate type or more than one aspect within that type to show relevant KU to support the answer. Physical fitness – CRE-speed-muscular endurance-flexibility-stamina-strength-aerobic-anaerobic endurance-speed endurance-power Skill related fitness – reaction time-agility-co-ordination-balance-timing-movement anticipation Mental fitness – level of arousal-rehearsal-managing emotion-visualisation-motivation-determination-anxiety/managing stress/concentration All responses should make reference to how the type or aspect(s) chosen relate to effective performance in the activity. Physical fitness-for example <i>in football a high level of CRE and speed endurance allowed me to track back and help my defence..... out as well as support the attackers..... throughout the whole game..... also having good strength as a defender allowed me to jump and challenge for high balls and crosses.... and win tackles against the opposition</i> Skill related fitness – for example <i>in badminton having good agility will allow me quick movement.... to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure-also..... good timing will allow me to connect with the shuttle in the correct place and allow me to execute the shot correctly..... hopefully leading to a successful outcome.</i> Mental fitness – for example <i>in basketball as the ball carrier by managing my emotions I was able to handle the pressure my opponent was putting on me when closely marking..... I was able to make the correct decision and carry out the correct pass to my team mate successfullywhen I was also taking a free throw by managing my emotions and rehearsing my routine in my mind I was able to execute the free throw successfully</i></p>

	<p>b)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must select an appropriate aspect and give a description and explanation as to how they gathered information on it within the activity.</p>	<p>Gathering data: The description of the method must be within the activity. A diagram may feature in the answer for example a time related observation schedule within football showing information relevant to the particular aspect selected which was speed end/CRE. In the answer the candidate should make reference to the process as to how the information was gathered. A narrative account of what was done and why should be obvious showing logical thinking. Methods could include video/performance profiles/time related observation schedules/PAR/stroke counts/breath counts/pulse counts/feedback-reliability and validity of method should be apparent. Standard fitness tests would not be appropriate as they would normally be carried out with the activity</p>
	<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate both acquired and applied KU in relation to each phase of training.</p> <p>Where a response demonstrates a greater depth of acquired KU in one phase a 4/2 split may be applied.</p>	<p>Phases of training: You would expect the answers to have a description of what they did in each phase and to explain what each particular stage means and to give specific examples of training covered. For example in the preparation phase (preseason) candidates will refer to general fitness work being developed to build up endurance whereas in the competition phase (during the season) they may be working on specific aspects of fitness/skills for competition. Fine tuning of skills and working on specific strategies would be apparent in this phase compared to the preseason where more general of working on skills would happen</p> <p>In the transition phase (off season) you would expect responses to refer to the body recovering after competition and maintaining a general/reasonable level of fitness maybe by doing some alternative activities like swimming or cycling</p> <p>Examples in:</p> <p>Preparation (preseason) could include general running/circuit training/particular drills</p> <p>Competition (during the season) could include a strength/fitness training program to improve a particular part of fitness which is vital in game or working on a particular penalty corner drill for hockey</p> <p>Transition (off season) could include swimming, cycling as an alternative activity and a basic circuit to keep your fitness ticking over</p> <p>Reasons for particular differences given between each stage should show relevant KU For example the preseason phase (preseason) is about building up fitness in a general way whereas the competition phase (during the season) is about reaching a particular level and then looking at improving specific fitness.</p>

	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must select an appropriate method of training and describe what they did. They must also provide an explanation as to why it was appropriate.</p> <p>The mark allocation will be a 2/2 split.</p>	<p>Methods of training: The candidates responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected. Various methods of training could be chosen and some candidates may choose a one session or a block of time to describe what they did.</p> <p>KU should be shown with regards training selected and as to the appropriateness.</p> <p>Training could be within activity/out with/combination and involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal</p> <p>For example <i>I used interval training for swimmingwarm up of 8 lengths multi stroke.....then some stroke improvement...then main set....6x50 meter swim with a minute rest between each set....then sub set....6x50....45 sec recovery. This was appropriate because it enables high intensity work combined with rest to allow me to train for a longer period of time and thus gaining greater benefits from training</i></p> <p>Appropriateness can involve activity specific movements to develop both skill and fitness demands-can simulate the pressure demands-can be fun and motivational-easy to carry out-little or no equipment necessary-can develop both general and specific muscles-variety</p>
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RELEVANT CONTENT GUIDE			
Question 4	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
Preparation of the body	a) 6 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must describe in detail a situation where fitness was a strength and a weakness in their performance.</p> <p>The mark allocation will be 3/3 split.</p>	<p>Strengths and weaknesses: Candidates will most likely describe a situation using a type or types of fitness to answer the question. Some may use the same activity or answer using two different activities. Relevant KU should be apparent in the response in relation to activity and the situation. The effect on performance will be referred to as a result of the strength and weakness identified.</p> <p>For example, strength: <i>when playing basketball.....in the last seconds... the match was even an opponent shot...missed... as a centre physical fitness was a strength.....it helped me block out my opponent.....allowing me to get the rebound for my team anddeliver an outlet pass to start a fast break.....which we scored from ...to win the game</i></p> <p>For example, weakness: <i>my CRE was a problem in football ...late in the game.... I lost the ball when attacking to the personmarking me in midfield....I did not have the stamina to chase back.....and dispossess himhe went on to score a goal</i></p>
	b) 4 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate acquired knowledge in their description of a method of training appropriate to a strength or weakness identified.</p>	<p>Methods of training: The candidates' responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected. It must also be relevant to the strength or weakness identified in part (a) of the question. Various methods of training could be chosen and some candidates may choose a one session or a block of time to describe what they did.</p> <p>KU should be shown with regards method of training selected and as to the appropriateness.</p> <p>Training could be within activity/out with /combination and involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal</p> <p>For example <i>for my weakness of CRE I decided to do conditioningI trained within activitycarried out some circuit trainingdoing high intensity work.....work rest ratio 1:3.....doing a series of exercisesworking on fitness.....also practicing particular skills I use within a game.....</i></p>

	<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate both acquired and applied KU with regards principles of training when designing and completing training programme.</p>	<p><u>Principles of training:</u> The answer must refer to the principles of training. Most of the following principles should be referred to-specificity to activity/person/performance-progressive overload-frequency-intensity-duration-adaptation-rest/recovery/over training/reversibility You will probably have detail or description of how they were applied to the training programme. Candidates will also explain and justify why they would apply the principles described. <i>For example I made sure the training was specific to the weakness identified.....also demands of activity....I trained 3 times per week with rest every otherallowed body to recoverapplied overload after week 3increased number of setstraining became harder and body adapted to new load ...as I was getting fitter...variety within programme....prevent boredom and keep motivation high</i></p>
	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate relevant KU and show critical thinking about the importance of evaluating their training programme.</p>	<p><u>The evaluating process:</u> A good response will show knowledge about the purpose and importance of the process. It may provide qualitative or quantitative details of whether the training is effective/working-it can substantiate the specific fitness progress-explanations may include-provide evidence to compare progress/targets/improvements-enables changes to be made-ensure future targets-further challenges-promotes motivation-whether training method was appropriate-deciding if training was at correct intensity.</p>

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Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
5 Skills & Techniques	a) 6 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should demonstrate acquired KU about related factors that will influence learning and or performance.</p> <p>Where a response demonstrates greater depth of one factor a 4/2 split may be applied.</p> <p><i>NOTE A link to Stages of Learning, Model Performers may be made in reference to any of the factors.</i></p>	<p>Motivation/Concentration/Feedback: 2 out of 3 influential factors must be selected. In this respect the candidate may give a detailed synopsis of how each factor selected impacted upon their <i>learning</i> and or their <i>application</i> of skill/technique. Merit should be given according to depth/quality/relevance of explanations offered.</p> <p><i>NOTE – it is likely that similar points may be referenced /exemplified in relation to discrete factor.</i></p> <p>Motivation: A good response will include details of being internally (intrinsic)/externally (extrinsic) motivated to learn/achieve success. Being motivated enables the performer to be self driven to listen to instruction and act on it, it helps the performer to be self determined/give of their best/come from behind/respond to immediate problems/competitive challenges/not worry if mistakes are made and re channel focus.</p> <p>Concentration: A good response will include details of the need to concentrate/focus on instruction/ demonstration offered to ensure effective execution/application of skill or technique, promotes progression/ adaptation of skill or technique, ensures bad habits are not formed/eradicated, enables the performer to perform their role and apply their skills appropriately, promotes the ability to read play/make effective decisions/adapt to the immediate situation etc.</p> <p>In the context of games, concentration enables the performer to stick to role related duties/application of structure/strategy/game plan etc.</p> <p>Feedback: A good response will include details of receiving internal (kinaesthetic), feedback to progress/ refine skill or technique OR receiving/giving external feedback (visual/verbal/written/vestibular), to progress/refine skill or technique of self or that of others.</p> <p>Feedback should be positive/immediate to promote confidence/success.</p>

<p>b)</p> <p>4 marks</p>	<p>The candidate should include a description of a relevant programme of work to develop an identified skill or technique. The programme offered should be justified.</p>	<p><u>Programme of work:</u> The responses offered will be wide ranging and will depend on the candidate's choice of activity and skill/technique identified for development. The programme followed should be detailed with reference made to some of the following considerations: S of L, skill complexity/skill classification. The candidate may offer from a 'one session' or '6-8 week' perspective, in this respect the notion of reliability/validity should be apparent and justified</p> <p>For example: <i>As I was at the cognitive stage – I used many shadow/repetition practices to ensure..... etc. At the automatic stage of learning I knew to use more pressure/ problem solving drills as these would challenge me more...etc I found the .. skill very difficult so decided to use gradual build up as this would ... etc. .. In weeks 1&2, I concentrated more on simple drills... in weeks 3-4, I progressed to more complex drills such as etc this built my confidence as I reached my target of... etc</i></p> <p>A link to other relevant factors may include: whole part, gradual build up, mass/distributed, closed/open contexts, repetitions, target setting, model performers etc.</p>
<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide.</i></p> <p>The candidate's response should demonstrate sound KU about Principles of Effective Practice with exemplification of how they applied these principles. In this context both acquired and applied K is examined</p>	<p><u>Principles of effective practice:</u> Often the acronym S.M.A.R.T.E.R. features in the candidate's answers. A good response will include a systematic discussion of each of the principles inclusive of exemplification of how these principles were applied to the programme described in part b). For example, practice should be specific, measurable, attainable, realistic, time related, exciting and regular..... <i>..as my programme was specific it helped me to achieve success...I could target the specific part of my technique that need most improvement. I knew to set targets and raise them once... this ensures my practice was motivating etc</i></p> <p>Other relevant knowledge will reference factors such as practice needs to show progression to ensure targets were reached/enabled refinement/remediation/regression as required, increased motivation, improved confidence, consideration of work rest ratio etc.</p>

	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should demonstrate detailed discussion about whole performance development.</p>	<p><u>Whole performance development</u>: The responses offered will be wide ranging however a good response will highlight the impact of improved skill/technique development to whole performance effectiveness. For example a more consistent application/less errors/more points won, a positive benefit including greater confidence etc.</p> <p>The candidate may also include details referencing specific drills or parts of the programme that benefited their performance, for example, <i>I felt that the repetition drills such as improved my ability to etc.</i> Similarly a comparative synopsis via a statistical % comparison before & after, or comparative to a MP may also feature in the response.</p> <p>Merit should be given to the feasibility/validity/justification for claims of improved performance.</p>
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			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
6 Skills & Techniques	a) 4 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should include full detail with relevant examples to demonstrate acquired KU.</p>	<p>Data methods: The method selected will be wide ranging. A good response will include detail about the process. In a systematic way the candidate should exhibit sound level of critical thinking by highlighting what was done. For example-First – <i>whole/initial performance</i>, analysis via valid methods such as: video/MAS/Obs sheets/performance profiles/questionnaires etc THEN <i>specific/focussed</i> analysis via valid methods such as video/Match Analysis Sheet/Obs sheets; inclusive of specific success criteria/performance profiles/questionnaires etc.</p> <p>NOTE – some data tools used may feature in more than one collection type; this is acceptable. Also diagrams of methods used often feature to support depth of answer.</p> <p>Acceptable examples of methods of gathering data may include:</p> <p>Movement Analysis: Video, Obs.C/list, MAS/scattergram/questionnaires, PAR sheets, Comparison to MPs etc</p> <p>Mechanical Analysis: Video, Obs.C/list, questionnaires, PAR sheets of force, levers, propulsion etc</p> <p>Consideration of Quality: reflecting on movement skill execution being controlled/fluent, or fast/slow etc via video, Obs.C/list, questionnaires, PAR sheets, Comparison to Model Performers etc reflecting on controlled/fluent, or fast/slow</p> <p>NOTE in the candidate's description of the method(s) selected the relevance of criteria must be justified. For example if the candidate names a 'mechanical analysis sheet' but proceeds to highlight the details pertaining to a movement analysis method such as MAS then this exhibits poor acquired KU.</p>

<p>b)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should demonstrate critical thinking in the evaluation of highlighted S&W to whole performance.</p>	<p>Analysis of S&W: The quality of the analysis offered by the candidate may reflect both S&W or Ws only <i>or</i> may reflect the comparisons to that of a Model Performer <i>or</i> may reflect a statistical % of success rate when performing.</p> <p>Irrespective of the tact taken, the candidate must demonstrate critical thinking by offering a degree of authenticity in their analysis, crucially this must be substantiated when referenced to the methods used in part a).</p> <p>Importantly the candidate must emphasis how their whole performance was affected. For example, <i>my inaccurate shooting meant that I this in turn affected my confidence and execution of other skills... looking at my scattergram I had a high % of my shots landing... a poor preparation phase in my smash meant that I was not behind the shuttle when hitting it this caused me to lose power ...etc.</i> A link to other factors such as reduced confidence, affected other parts of game/performance may be evident.</p>
<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate's response should demonstrate KU about the design of the programme followed. In this context both acquired and applied K is examined.</p> <p>Where a response shows a greater depth of explanation as to the appropriateness of programme of work a 4/2 split may be applied.</p>	<p>Programme of work: The responses offered will be wide ranging and will depend on the candidate's choice of skill/technique identified for development in part b)</p> <p>The response must include details of the considerations/critical debate about the selection and appropriateness of the methods of practice/development programme followed. In this respect the candidate should be convincing in their argument about why one method was selected in preference to another- ie <i>the 'process'</i> should be obvious and justified.</p> <p>The programme followed should be described with reference made to some of the following considerations: Stage of Learning, Skill complexity/Skill classification, Model Performer, Feedback, Goal Setting etc.</p> <p>Programme references may include details of weeks 1& 2, weeks 3& 4, weeks 5& 6 etc <i>or</i> I used a gradual build up/WPW approach to my development programme etc.</p> <p>The content and structure given must be justified with progressions exemplified to demonstrate KU.</p> <p>For example, at the cognitive stage: <i>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....</i> <i>When using a gradual build up to improving my handspring was appropriate as it gave me confidence at each specific stage and so I... etc.</i></p>

	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p>	<p><u>The importance of monitoring and reviewing</u>: A good response will highlight the differences/benefits of the purpose of monitoring = ie the 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.</p> <p>Importantly, the response should include reference to reviewing performance = ie summative process. The structure of the question may enable the candidate to offer a ‘holistic’ overview – this is deemed acceptable.</p> <p>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.</p>
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RELEVANT CONTENT GUIDE			
Question 7	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
Structures, Strategies and Composition	a) 6 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate acquired KU regarding Structure, Strategy or Composition selected and be able to describe the strengths they had when applying it.</p> <p>Where the responses show a greater depth of knowledge in the description a 4/2 split may be applied.</p>	<p><u>Structures, Strategies and Composition</u> The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well. These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence Football-4-2-4/4-3-3/3-5-2 Badminton front-back-side-side Gymnastics particular sequence-routine Volleyball-rotation Hockey penalty corner-</p> <p>The answers must also include their strengths. Some candidates may answer by referring to the strengths as a team or as strengths as an individual. For example <i>in tennis I used a serve volley strategy-I would serve fast and hard to opponent-follow my serve-get into net and position quickly-use a volley to win point-from opponents return</i> <i>My strengths were I had a consistent and fast first serve-high percentage of being in ---quick to get to net – good forehand volley technique – made winners from first volley</i></p>
	b) 4 marks	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate applied KU of how they planned to make best use of strengths when performing. They must show critical thinking.</p>	<p><u>Planning:</u> The answers may vary according to the Structure, Strategy or Composition selected. The following factors may be apparent in answers-to use particular players with particular roles-strengths of these players-type of opposition-attack/defence being applied by my team or opposition-time restrictions in game–after a particular time or situation in activity-ground/weather conditions-prior or previous knowledge of opponent/s-previous results-</p> <p>For example <i>Having played against my opponent previously-I knew his backhand was weak-so I made sure I served to that side-this led to a poor return-also I had forced my opponent out wide in service area-led often to me volleying an outright winner</i></p>

	<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must be able to describe the weakness(es) they had when applying SSTC and demonstrate detailed discussion on the effect on their performance. Where the responses demonstrate a greater depth of discussion on the effect of the weaknesses a 4/2 split may be applied.</p>	<p><u>Weaknesses effect on performance:</u> The answers must include their weakness(es). Some candidates may answer by referring to the weakness(es) as a team or as an individual. They must show critical thinking by offering a degree of authenticity in their analysis and should make reference as to how their whole performance was affected.</p> <p>For example: <i>My backhand volley was poor-made most errors from this technique-usually went into net or out of court-lost many points-poor second serve-often too short-opponents exploit this leading to lost points-exploitation by opponent-passed on many occasions. Also a link to other factors such as reduced confidence, lack of fitness etc may be evident in the answers.</i></p>
	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate relevant critical thinking and decision making to explain how the effect of the weakness(es) were reduced</p>	<p><u>Weaknesses addressed:</u> The responses offered will be wide ranging and will depend on the choice of SSTC selected and the weakness(es) identified. The responses could be a description of the programme of work followed but this must be relevant to weakness mentioned. For example: <i>for my backhand volley I carried out a skill development programme.....partner threw me a ball....play a backhand volley....gradually increased speed and distance ..added more pressure.... .eventually to full speed ...then aim for targets on court... two feeders drive me the ball from back of court ...alternate backhand /forehand volley... serve to partner and get them to return to backhand side to play volley</i> Various methods of training /practice may be described – reference may 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 evident as well as the content-the SSTC may be changed or adapted to overcome weakness(es)...substitute player. Responses must show critical thinking and relevant decision making and should reduce the effect of weakness(es) on performance</p>

RELEVANT CONTENT GUIDE			
Question 8	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
Structures, Strategies and Composition	a) 6 marks	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> . The candidate must demonstrate applied KU about the factors considered when selecting a SSTC.	The responses will be wide ranging and will depend on the choice of SSTC selected. Responses will include some of the following-strengths and weaknesses of your own team-strengths and weaknesses of the opposition-particular strengths of individual players within the SSTC-experience of players in team or opposition-previous results-how long you can apply the SSTC-score in the game-time in the game-weather/ground conditions-amount of space to perform in-type of music/apparatus selected-spectators-when to apply/adapt/change-
	b) 4 marks	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> . The candidate must demonstrate acquired KU in their description of a SSTC they have used.	<u>Structures, Strategies and Composition</u> The candidate must describe in detail the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well. These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence Football – 4-2-4/ 4-3-3/3-5-2 Badminton – front-back-side-side Gymnastics particular sequence-routine Volleyball – rotation Hockey – penalty corner Dance – a particular dance or routine used

	<p>c)</p> <p>6 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must briefly describe a situation where they had to change or adapt their SSTC. They must also show critical thinking as to how these changes or adaptations made their performance more effective.</p> <p>Where a response demonstrates greater discussion about the changes or adaptations made a 4/2 split may be applied.</p>	<p><u>Evaluate effectiveness</u></p> <p>The responses will be wide ranging and will depend on the choice of SSTC selected. Responses should start with a description of the problem they faced. They should then show evidence of problem solving and decision making to make their performance more effective. The candidate may decide to change SSTC completely. For example:</p> <p><i>in basketball we were playing a 2-1-2 zone...opposition had good outside shooters...scored frequently ...we changed to half court man/man defence to stop them...this led to less successful shots as they were under more pressure ...forced them to try and drive to basket. They made more mistakes ...scored less baskets as they were poor at driving to basket...we won more turnovers and could attack more.</i></p> <p>The candidate may decide to alter the SSTC. For example:</p> <p><i>in football we played a 4-4-2 formationwe found when attacking all 4 players in midfield would be up the park....supporting the forwards ...when the attack broke down the opposition often broke quickly....our midfield were slow to get back...our defence was under pressure...we adapted SSTC by having one player....holding in midfield in front of back four ...one midfield supporting strikers...and two in middle to move back and forward as necessary...this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly. holding midfielder was able to delay attackallow others to get back</i></p>
	<p>d)</p> <p>4 marks</p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidate must demonstrate applied KU about how they evaluated improvements to SSTC.</p>	<p>The responses will include descriptions of particular methods to gather information on effectiveness followed by an explanation-these could include video-game analysis-observation schedules-knowledge of results-criteria checklists-statistics-personal reflection-feedback-internal/external-comparison to previous information gathered- match analysis sheets. For example:</p> <p><i>in basketball....we used a criteria checklist....all aspects of fast break ...data was collected from a game this then allowed comparison to previousto see if we had improved its effectiveness</i></p>

[END OF MARKING INSTRUCTIONS]