



2009 Physical Education

Higher

Finalised Marking Instructions

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Higher Level Physical Education

2009 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, description or explanation 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) 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>Where a candidate's response outlines one demand a maximum of 2 marks may be awarded.</p>	<p><u>Demands:</u> Technical, Physical, Mental and Special. Candidates may demonstrate acquired knowledge and understanding across all related demands or focus on one more comprehensively. Similarly, candidates may demonstrate acquired knowledge and understanding in respect of the unique game/event demands or emphasise the demands unique to the role/solo/duo performance relative to the activity selected.</p> <p><u>Special Performance Qualities:</u> The responses will be wide ranging and relevant to the activity selected. Candidates may demonstrate acquired knowledge and understanding in respect of the specific role/solo related demands necessary for an effective performance.</p> <p>Reference to the application of a series of complex skills will impact on performance in competitive situations. For example: in relation to role demands,... <i>as a central defender I am pushed to my limits in the later stages of the game... it is essential that I time my tackles or I will give away penalties... I need to control the ball artistically to wrong foot my opponent and get the ball out of danger areas... etc</i> in relation to solo demands,... <i>as a gymnast I know that my tumbling routine has many complex skills that need to be performed in a linked sequence... I need tremendous focus as often I will be pushing myself to the limits... etc... most importantly I need to add flair and fluency in my routine to attract the best marks from the judges... etc.</i></p> <p>Candidates, who are elite performers, may demonstrate acquired knowledge and understanding in respect of the application of strategy/composition at appropriate times to ensure an effective performance. Often this link is made in cognisance of knowledge of results and or knowledge of performance. For example: <i>reflecting on previous performances we knew to double mark their key player as this would... etc... by applying a man to man strategy immediately would effectively tire them out and give us an advantage... etc... reflecting on my previous results I had to decide which solo piece to execute that would attract the best marks from the judges... etc.</i></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>To demonstrate acquired Knowledge and Understanding the candidate's response should include descriptive detail about their personal performance.</p>	<p>Qualities: In relation to any of the qualities selected a detailed personal description should be offered. 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 synopsis of strengths and weaknesses OR strengths only OR a comparative synopsis v a model performer. For example, candidates may demonstrate acquired knowledge and understanding in respect of the:</p> <p>Technical Qualities: 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 preparation, action, recovery. For example, <i>like a model performer I execute my... with power</i> etc. Reference may also be made to the classification of skills demanded, for example, simple/complex etc.</p> <p>Physical Qualities: Reference may be made to more than one aspect of fitness. To support acquired/applied knowledge and understanding the candidate must describe how the selected aspect of fitness affected performance. For example, my high levels of Cardio Respiratory Endurance, Speed End <i>helped me maintain pace and track my opponents continuously ... etc... my poor flexibility makes it difficult for me to... Unlike a model performer my lack of power meant that... etc.</i></p> <p>Personal Qualities: Reference may be made to inherent qualities, for example, height – <i>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... etc.</i></p> <p>Special Qualities: 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... OR this helped me gain points etc.</i></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 should demonstrate acquired and applied Knowledge and Understanding in the discussion of the programme considering both strengths and development needs.</p>	<p><u>Organising of training</u></p> <p>Within the response examples should include:</p> <p>Knowledge of previously stated strengths and weaknesses. Setting of objectives/preparation for competitive event.</p> <p>Decisions taken as a result of the performance weaknesses/strengths reflective of appropriate training/development method(s) and or selected training regimes.</p> <p>Training considerations offered should reflect and offer examples based on the: complexity of identified weaknesses, stage of learning, complexity of stacks etc.</p> <p>Training considerations may include some or more of the following: training in/out of the activity/conditioning approach, integrated training.</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></p> <p>A good response will highlight the differences/benefits of the purpose of monitoring = ongoing process. Such as – reference to appropriate data methods to facilitate comparison of improvements, achieving targets set, gaining and acting on feedback, aids motivation, ensures further challenge and progress.</p> <p>Importantly, the response must include reference to reviewing performance = summative progress. 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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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 should demonstrate a level of critical thinking when considering the study of model performance.</p>	<p><u>The use of Model performance</u> A good response will include reference to the impact on learning and or developing a specific part of their performance. Most likely this will pertain to skill learning/development. For example, using a model performer can advantage performance or developmental process in a number of ways.</p> <ul style="list-style-type: none"> • Identifies strengths and weaknesses. • Increases confidence, motivation. • Provides various types of feedback; qualitative, quantitative, diagnostic etc. • Provides challenge in practice/competition. • Provides accurate feeds continuously. • Inspire to achieve higher levels of achievement. • Supports planning practices/targets. • Inspires to copy ideas. <p>For example: <i>I watched model performers in my class... I was inspired by them and wanted to be as good as they were... When perfecting my right hand lay-up I got feedback from them and they provided me with 1v1 challenge... this level of direct competition helped as a form of target setting; this kept me motivated and determined to do better... I gained in confidence and felt that my technique had greatly improved as a result... I... etc I used.</i></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>Marks should be allocated by a 3/3 split for strengths and weaknesses.</p>	<p><u>Model performance comparison</u></p> <p>A good response will include reference to the range and qualities that are evident in a model performer's repertoire. Reference may be made across the range of demands required in performance ie technical, physical, skill and mental related.</p> <p>In relation to the demand selected relevant points may come from both 'like/unlike' perspective. For example; <i>unlike a model performer I do not have a repertoire of skills to meet the technical demands of... I fail to execute my... at the correct time and lack consistency, fluency. Unlike the model performer I look clumsy by comparison and lack economy of movement... they make everything look so effortless... their movements/application of skills are used at the right time. However like the model performer I can manage my emotions I rarely display bad temper and concentrate fully on my game/role ... etc.</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>Marks should be allocated by a 3/3 split. Where a response demonstrates greater depth of knowledge for explanation of the course of an action a 2/4 split may be applied.</p>	<p><u>Course of action</u></p> <p>A good response will include adequate details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods and how this will bring about improvement more commensurate to model performer must be evident.</p> <p>For example, <i>to make sure my lay up shot was more like a model performer. At first I used many repetition drills in a closed environment to ensure I had no pressure... etc. I then progressed to more open practice and used combination/conditioned drills to ensure refinement of shot i.e. against opposition I was more efficient, accurate.</i></p> <p>A link to other relevant factors may include; whole part whole, gradual build up, problem solving contexts etc. A good response may typically include other relevant factors to demonstrate knowledge and understanding such as, progression, feedback, target setting, work to rest considerations, stages of learning, complexity of technique being developed, factors affecting performance, principles of effective practice.</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>Course effectiveness/impact on performance development</u></p> <p>A good response MUST include evaluative comments and offer detailed examples on how and why they thought the course of action taken was effective, for example, <i>As I practised in both closed and open contexts this helped me to practise with and without pressure... this helped me to gain confidence before... etc.</i></p> <p>The student should elaborate by stating the impact of skill/technique development to WHOLE performance development. For example, a more consistent shooter with higher shooting average/more points won, a positive benefit including greater confidence/better help to team etc. It will also allow you to see if you have improved within the full context under pressure.</p>

RELEVANT CONTENT GUIDE			
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
3 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's response should include detail from method(s) used within and out with the activity. The mark allocation will be a 3/3 split.</p>	<p><u>Accurate collection and recording of data</u> Gathering data – The description of methods 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/Cardio Respiratory Endurance. 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 <i>why</i> should be obvious showing logical thinking. Methods could include video/performance profiles/checklists/scattergrams/Preparation, Action, Recovery/stroke counts/breath counts/pulse Counts/feedback - reliability and validity of method should be apparent. Methods must come from out with activity. For example, Standardised tests will also be described, these could include: Physical – 12 minute Cooper test, Sit and reach test, Harvard step test, Bleep test Skill related – Illinois agility test, ruler drop, alternative hand throw Mental – questionnaires or self evaluation tests, internal/external feedback.</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 reasons outlined should be justified.</p>	<p><u>Importance of analysing and interpreting results for preparation and monitoring of training programmes</u> The responses will include the results arising from the information gathered and could include reference to specific fitness demands for the activity or perhaps the role within the activity. Reference should be made to the importance of analysing and interpretation of results. This allows the candidate to establish pre training fitness levels and what they need to work on making specific reference to their strengths and weaknesses in terms of fitness. It also provides a bench mark to work on. Specific and realistic targets can be set over a planned period of time. It also allows for the planning of a relevant training programme applying the principles of training. Knowledge of fitness levels before training allows comparison to be carried out with post training results. This also allows monitoring to take place to see if the selected training programme has been successfully managed and carried out.</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 Knowledge and Understanding with regards to principles of training.</p> <p>A 4/2 split should be applied.</p>	<p><u>Principles of training</u></p> <p>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.</p> <p>You will probably have detail or description of how they were applied to programme and also explanation and justification why they were considered.</p> <p>For example:</p> <p><i>I made sure the training was specific to the weakness identified... also demands of activity... I trained 3 times per week with rest every other... allowed body to recover... applied overload after week 3... increased number of sets... training 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 Knowledge and Understanding and show critical thinking about the impact of training on whole performance.</p>	<p><u>The evaluating process</u></p> <p>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 – whether short term or long term goals had been achieved.</p> <p><u>Impact on performance</u></p> <p>For example:</p> <p><i>During my basketball game my improved level of CRE... allowed me to keep up with my player even in later stages of the game... I was still able to get back quickly to defend... was able to maintain a high level of performance throughout the game.</i></p> <p>The evidence must relate to the whole performance, with relevant answers given.</p>

RELEVANT CONTENT GUIDE			
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
4 Preparation of the body	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 must demonstrate acquired Knowledge and Understanding in the description of how one skill related and one physical aspect of fitness contributes to effective performance within the selected activity.</p> <p>The mark allocation will be a 2/2 split.</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 knowledge and understanding to support the answer.</p> <p><u>Physical fitness:</u> Cardio Respiratory Endurance – speed – muscular endurance – flexibility – stamina – strength – aerobic/anaerobic endurance – speed endurance – power.</p> <p><u>Skill related fitness:</u> reaction time – agility – co-ordination – balance – timing – movement anticipation.</p> <p><u>Physical fitness:</u> For example: <i>in football a high level of Cardio Respiratory Endurance and speed endurance allowed me to track 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></p> <p><u>Skill related fitness:</u> 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></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 must demonstrate acquired knowledge in the description of a method of training and detailed discussion of the advantages of using the method.</p> <p>The mark allocation will be a 3/3 split. Where a response demonstrates a greater depth of knowledge for the explanation a 2/4 split may be awarded.</p>	<p><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></p> <p>The candidates responses will be wide ranging and depend on the choice of activity selected The aspect selected must be a physical aspect. Various methods of training could be chosen and some candidates may choose one session or a block of time to describe what they did. Training could be within activity/outwith/combination and involve some of the following methods – fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal.</p> <p>For example:</p> <p><i>I used interval training for swimming... warm up of 8 lengths multi stroke... then some stroke improvement... then main set... 6 × 50 metre swim with a minute rest between each set... then sub set... 6 × 50... 45 second recovery. This was appropriate because..... it enables high intensity work combined with rest..... to allow me to train for a longer period of timeand thus gaining greater benefits from training. This helped me develop my cardio respiratory endurance which is a physical aspect of fitness.</i></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 must demonstrate acquired knowledge in the description of a method of training and detailed discussion of the advantages of using the method.</p> <p>The mark allocation will be a 3/3 split. Where a response demonstrates a greater depth of knowledge for the explanation a 2/4 split may be awarded.</p>	<p><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></p> <p>The candidates responses will be wide ranging and depend on the choice of activity selected. The aspect of selected must be skill related. Various methods of training could be chosen and some candidates may choose one session or a block of time to describe what they did. Training could be within activity/outwith/combination and involve some of the following methods – fartlek/continuous/conditioning/interval/circuit/weighttraining/relaxation/breathing/rehearsal.</p> <p>For example: <i>I selected agility as a skill related aspect of fitness. I did a circuitin the games hall.....I did a dribble in and out of cones.....at speed ...toimprove dribbling as well as my agility. This method was conditioning.....which was training within activity.....This was an advantage as I could improve not only my agility but also the skill of dribbling at speed.....this method improves fitness as well as the skills in the game.....also it is enjoyable to doand motivates me.</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></p> <p>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 – whether short term or long term goals had been achieved.</p>

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5 Skills & Techniques	a) 4 marks	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> . 2 marks available for each method described.	<p><u>Appropriate methods of data collection</u> Description of method(s) used must be offered; a diagram will often feature to support answer. The appropriateness of the methods described should enable either qualitative or quantitative details of performance progress. A range of relevant methods will be selected from: movement/mechanical or consideration of quality.</p> <p>In context of the answer candidates should reference the ‘<i>process</i>’ i.e. 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. <i>Whole</i> performance skills/fitness/qualities may be gathered via reliable methods such as video, performance profiles, scatter grams, MAS, etc.</p> <p>A good response will include reference to whole performance (initial data) and specific (focussed data). To substantiate claims reference should be made to one or more of the following:</p> <ul style="list-style-type: none"> • Movement Analysis (Observation checklist, Match Analysis sheet) • Preparation/Action/Recovery: Mechanical Analysis of force, levers, propulsion etc • Consideration of Quality: reflecting on whether your skill or technique was controlled/fluent or fast/slow? • Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. • Questionnaire: Questions should be relevant to and have responses such as ‘done well’, ‘needs improvement’ or mark your performance on a graded scale. <p>For example: <i>By looking at my video performance I identified my performance strengths as... etc... I then selected an observation sheet to look more closely at... etc.</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 responses will be wide ranging and relevant to the activity selected but points raised should be justified. Candidates must demonstrate acquired Knowledge and Understanding relevant to the appropriateness of the method selected.</p> <p>2 marks for description of strengths and 2 marks for description of weakness.</p>	<p>Identification of performance strengths and weaknesses</p> <p>The candidate may reflect the comparison to that of a Model Performer or may reflect a statistical % of success rate when performing. 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 emphasise how their whole performance was affected. For example: in <i>badminton my high serve was a strength in my performance I as I could always land it in the back tram lines of the court.</i></p> <p><i>... looking at my smash which was a weakness... a poor preparation phasemeant that I was not behind the shuttle when hitting it... this caused me to lose power...and my opponent found it easy to return the shuttle.</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 Relevant Content Guide.</p> <p>Candidate response should demonstrate Knowledge and Understanding relating to HOW a programme should be designed. In this context both acquired and applied knowledge is examined.</p> <p>4 marks for discussion and 2 marks for examples given.</p>	<p>Programme of work: Knowledge of stated strength and weakness of selected skill/technique.</p> <p>A range of appropriate development programmes will be offered and may include details about the complexity of identified weaknesses, stage of learning, complexity of skill/technique etc. The responses offered may include details of weeks 1 & 2, weeks 3 & 4, weeks 5 & 6 etc, with progression being evident. The content and structure given must be supported by examples from the programme.</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>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 i.e. <i>the 'process'</i> should be obvious and justified.</p>

	<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>3 marks for the discussion element and 3 marks available for the demonstration of critical thinking where weaknesses have been identified.</p>	<p><u>Whole performance development</u></p> <p>A good response will highlight the impact of skill/technique development to WHOLE performance development. 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 drill on the overhead clear with my partner improved my ability to carry out the shot more effectively in the game</i> etc.</p> <p>Similarly a comparative synopsis via a statistical % comparison before and 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> <p>Reflective, critical thinking must be demonstrated where the candidate examines the actual training programme to question which parts had little or no impact on performance weaknesses. Also, the candidate may choose to focus on another, different weakness which limits 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 demonstrate critical thinking in the evaluation of highlighted weaknesses to the WHOLE performance.</p>	<p>Development needs must be described with reference to the WHOLE performance. This may include quantitative evidence, i.e. the % success rate of specific aspects of performance.</p> <p>Importantly the candidate must emphasise how their whole performance was affected. For example: <i>my inaccurate shooting meant that I often missed the shot..... this in turn affected my confidence and execution of other skills...or looking at my scatter gram I had a high % of my shots landing out... a poor preparation phase in my smash meant that I was not behind the shuttle when hitting it – this caused me to lose power.....therefore my development needs were to improve my transfer of weight from front to back foot.</i> A link to other factors such as reduced confidence, affected other parts of game performance may be evident.</p>
	b) 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>3 marks for description of method and 3 marks for explanation of appropriateness of methods.</p>	<p><u>Practice considerations</u></p> <p>A good response will include details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods will be included highlighting the selections made.</p> <p>For example, at the cognitive stage, many shadow/repetition practices were incorporated to ensure...<i>that I could understandand practice the movements of the skill ...with no pressure.</i> 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 <i>and challenge learning and performance development.</i></p> <p>A link to other relevant factors may include; whole part, gradual build-up, mass/distributed, closed/open contexts 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 Knowledge and Understanding about the principles of effective practice with exemplification of HOW these were applied. In this context both acquired and applied knowledge is examined.</p> <p>4 marks for explanation of principles of effective practice and 2 marks for appropriate examples.</p>	<p><u>Principles of effective practice</u></p> <p>Often the acronym S.M.A.R.T.E.R. features in the candidate's answer. 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 needed most improvement. I knew to set targets and raise them once... this ensured my practice was motivating</i> etc.</p> <p>Other relevant knowledge will reference to 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><u>The importance of monitoring and reviewing</u></p> <p>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 must include reference to reviewing performance = ie summative process.</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>

			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) 4 marks	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p><u>Recognising the demands of individual roles during performance.</u></p> <p>For example: <i>In basketball as a centre my role was to rebound the ball in offence and block out in defence... shoot close to basket... to link with forwards and guards in passing movements in and around key.</i></p> <p>The candidate should give details of the specific responsibilities a particular role demands. This can include attacking, defensive responsibilities or, in a creative environment, decisions a performer might make during a performance to adjust positioning or even timing.</p> <p>The candidate may also describe a structure, strategy or composition they have performed within, but it is important that their ROLE within this is identified.</p> <p>The possible structure, strategy or composition might be: 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>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>Candidate must demonstrate acquired Knowledge and Understanding regarding the features required to achieve success in the role identified.</p>	<p><u>Recognising the need to maximise strengths within a structure, strategy or composition</u></p> <p>For example, 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 – types 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>The strengths identified must relate to the role identified.</p> <p>For example: <i>In my role as specialist setter in my volleyball team I had to be able to convert even poor passes into attacking opportunities for my spikers... I had to be able to make quick decisions about where the set was going in order to avoid the block or to give my spikers the opportunity to capitalise on spaces or weaknesses on my opponent's side of the net... I also had to be able to judge what type of set my spikers preferred.</i></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 role identified should remain the focus for the programme of work. Either to deal with weaknesses and/or to ensure steady development of the structure, strategy or composition.</p> <p>The answers might include identification of 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 could be 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>Candidates should show evidence of problem-solving and decision-making to make their performance more effective.</p> <p>The candidate may decide to alter the responsibilities held within the structure, strategy or composition. For example: <i>in football we played a 4-4-2 formation... we 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 the structure, strategy or composition 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 attack... allow 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>A good response will highlight the importance of reviewing performance. This will include:</p> <ul style="list-style-type: none"> • checking if training is effective/successful in improving performance • being aware of the different performance situations where structure, strategy or composition might need to change to suit the demands of the performance • to set new targets/goals for further performance development • to aid motivation and give new challenges.

			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) 4 marks	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p>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 – the need to ensure movements match in terms of being in time to the music/being synchronised with others in the group and include an element of improvisation where appropriate.</p> <p>Individual strengths and weaknesses in a structure, strategy or composition 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. 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> <p>The need to cooperate and support in team or group situations For example: <i>in football in 3-5-2- the defenders in the back 3 must cooperate and support one another... if a long ball is played they must make sure they are not square with one another... and too far apart... they can avoid this by talking to one another and moving closer together... or if one goes to ball the other 2 cover across to plug the gaps and support the defender going to ball.</i></p> <p>Identifying and exploiting opponents' weaknesses 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>Timing precision and improvisation in performance For example: <i>my actions in my dance... had to fit precisely with my choice of music... timing had to be exact... my footwork, steps and jumps had to be timed and precise... so I always arrived where I intended to ... and for maximum visual impact on the audience.</i></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>2 marks for the description and the remaining marks for the explanation of the advantages of this Structure, Strategy or Composition</p>	<p>The advantages 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 – amount of space to perform in – type of music or apparatus selected or the presence of spectators.</p> <p>The advantages should also include reference to the width, depth and mobility of the structure, strategy and the compositional elements which require consideration in creative activities.</p> <p>The candidate must describe in detail the structure, strategy or composition. Some will also make reference possibly to the role they played as well.</p> <p>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> <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>
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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>2 marks for the description and 4 marks available for the justification of the course of action.</p>	<p>The limitations of various systems of play</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 2-1-2 zone... opposition had good outside shooters... scored frequently... we change 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 fewer 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 formation... we 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 attack... allow others to get back.</i></p> <p>The course of action taken to minimise the effects of a weakness might include details of a skill development programme for a specific skill. This must be related to the WHOLE performance.</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>Responses must be linked to previous identified weaknesses. Observations should now illustrate the improvements which can be seen in the WHOLE performance.</p> <p>For example:</p> <p><i>I can now see that the centre pass does not break down as the ball is passed to the wing attack near the side line because she is delaying her movement out to the side line, tricking her opponent into thinking she is going to receive the ball near the centre circle. This means that a secure, safe pass is received and the goal attack is able to time her dodge to receive the next pass near the top of the shooting circle. As a result the strategy of using the WA to create a space to allow a penetrating pass through the middle of the court has been successful. This allowed our confidence to increase and we began playing with much more determination and our opponents found it difficult to mark us and anticipate what we were going to do next.</i></p>

[END OF MARKING INSTRUCTIONS]