



**2010 Physical Education**

**Higher**

**Finalised Marking Instructions**

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## Higher Level Physical Education

### 2010 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 <b>Performance appreciation</b>	a) <b>6 marks</b>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The candidate's response should demonstrate detailed knowledge of the importance of each.</p> <p>A 3/3 mark split should be applied.</p>	<p><b><u>Key Concept 1:</u></b> The overall nature and demands of quality performance.</p> <p><b><u>Special Performance Qualities:</u></b> 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 <b>role demands</b>, <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></p> <p>In relation to <b>solo demands</b>, <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>For example, <i>in tennis my high level of <b>accuracy</b> when placing my second serve enabled me to maintain serving advantage even though my first serve had failed. I was confident that I could place the ball accurately and with the correct amount of spin. This makes it very difficult for my opponent to play a winning return. This had the added advantage of allowing me to be ambitious with my first serve and resulted in me hitting aces. This accuracy was achieved by...Accuracy was also very important when... ..</i></p> <p>...</p> <p><b>Candidates may also answer in a less personal way</b></p>

	<p>b)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The candidate should demonstrate acquired KU and support this with relevant examples.</p> <p>(No marks will be awarded if the answers consist of examples only)</p>	<p><b><u>Key Concept 5:</u></b> Planning and managing personal performance improvement.</p> <p><b><u>The importance of integrated training:</u></b> Typically the notion of more than one type of fitness/demand being developed at the same time. Reasons should be included to exhibit related Knowledge and Understanding.</p> <p>The training programme offered may reflect the development of a technical and skill related quality/demand being developed (or any other relevant combinations). For example, in badminton: the aim = to develop the drop shot WHILST developing improved footwork (agility). The response should include relevant facts; train in the activity using repetition drills – moving to take feeds from right &amp; left hand side of court - combine with footwork drill, eg from T to various numbered areas of court... Progress to combination/conditioned rallies to ensure refinement of shot ie efficiency, accuracy and disguised placement as a result of energy efficient movement to meet the shot with balance and poise to execute the shot and return to base ready for the next shot etc.</p> <p>A good response will typically include other relevant factors to demonstrate Knowledge and Understanding such as, progression, model performers, feedback, target setting, work to rest considerations, stages of learning, complexity of technique being developed, factors affecting performance, principles of training and or effective practice.</p>
	<p>c)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The candidate's response should include detailed discussion to demonstrate thorough KU.</p> <p>If the response is limited to providing only examples of short and long term goals, the maximum mark is 2.</p>	<p><b><u>Key Concept 5:</u></b> Planning and managing personal performance improvement.</p> <p><b><u>Setting goals:</u></b> A good response will highlight the importance of establishing short term goals to help reach longer term goals. Detailed examples should be offered to show understanding about performance gains as a result of setting realistic/attainable goals. For example, <i>...inspires/motivates to do better...lets you see if training is working/needs to be progresses...enables comparisons to be made...is a form of feedback...establishes achievement...can be used to judge performance against success criteria...etc.</i></p>

	<p>d)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Detailed description of <b>more than one</b> method. A maximum mark of 2 will be awarded for a detailed answer on only one method.</p>	<p><b><u>Key Concept 5:</u></b> Planning and managing personal performance improvement.</p> <p><b><u>The importance of monitoring and reviewing:</u></b> A good response will highlight the differences/benefits of the purpose of monitoring = ongoing process. The candidate 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. Reference to appropriate data methods to facilitate comparison of improvements, enables changes/adaptations to be made during my programme, 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 process. Many candidates will repeat or include some of the previously mentioned comments. However reference to the evaluation of the whole process ie the impact of the training/development programme/programme of work should be highlighted. Judgements on the success/effectiveness of the programme/used PLUS judgements on the success/effectiveness to whole performance must be clearly defined.</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>In discussion the focus should be on how relevant KU was applied “<i>when establishing training priorities</i>”</p>	<p><b><u>Key Concept 4:</u></b> The use of appropriate models of performance.</p> <p><b><u>Model performance comparison:</u></b> 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 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 everyone look so effortless...their movements/application of skills are used at the right time. However like the Model Performer I can manage my emotions/rarely display bad temper and concentrate fully on my game/role...etc.</i></p> <p><b><u>The use of Model performance:</u></b> 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"> <li>• Identifies strengths and weaknesses.</li> <li>• Increases confidence, motivation.</li> <li>• Provides various types of feedback; qualitative, quantitative, diagnostic etc.</li> <li>• Provides challenge in practice/competition.</li> <li>• Provides accurate feeds continuously.</li> <li>• Inspire to achieve higher levels of achievement.</li> <li>• Supports planning practices/targets.</li> <li>• Inspires to copy ideas.</li> </ul> <p><i>For example, 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>All information contained in Relevant Content Guide KC4</p>

	<p>b)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The <b>specific</b> nature of the activity and an <b>expansive range</b> of demands should be described. The mark allocation will be 2/4 mark split.</p>	<p><b><u>Key Concept 1:</u></b> The overall nature and demands of quality performance.</p> <p><b><u>Nature:</u></b> Individual/team. The duration of the game/event. The number of player(s)/performers involved. A spectator/audience event. Indoor/outdoor. Directly/indirectly competitive. Objective/subjective scoring systems in application. Codes of conduct.</p> <p><b><u>Demands:</u></b> 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><b><u>Special Performance Qualities:</u></b> 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, <i>in relation to role demands, ...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 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>
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	<p>b) (continued)</p>	<p><b><u>Consideration of activity challenges and qualities demanded</u></b></p> <p>The responses will be wide ranging and relevant to the activity selected. Candidates should demonstrate acquired Knowledge and Understanding in respect of the specific challenges of the activity selected and importantly demonstrate critical thinking by exemplifying the qualities required as a performer to meet the challenges highlighted.</p> <p>Reference to the type of activity may be evident to set the scene, for example, an individual/team activity, an indoor/outdoor activity, playing competitively or as leisure pursuit will help qualify the candidate's explanations. For example, in relation to activity challenges,...<i>in squash the challenges I face are demanding...the aim of the game is to get in to the lead with 9 points over my opponent...a win = best out of three games...the challenges requires me to play the ball against at least one wall away from my opponent to gain points without obstructing my opponents route to ball...The qualities I require are skill related – with high levels of agility and reaction time as I...etc. I require high levels of mental skills to ensure I make tactical decisions, patience being crucial as I outmanoeuvre my opponent to take point advantage...</i></p>
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	<p>c)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Candidates may answer in a detailed manner by targeting limited number of areas within physical, technical, personal and special, or they may approach in a broader manner.</p> <p>All qualities must be considered for 4 marks. Maximum for a very detailed response on only one quality – 2 marks.</p> <p>3 marks can be awarded if only two qualities addressed</p>	<p><b><u>Key Concept 2:</u></b> Technical, physical, personal and special qualities of performance.</p> <p><b><u>Qualities:</u></b> In relation to any of the qualities selected a detailed personal description should be offered. In this respect the candidates may elect to answer from the viewpoint of having a positive or negative affect on performance.</p> <p>Similarly the description could be offered via a synopsis of strengths and weaknesses OR strengths only OR a comparative synopsis via a model performer.</p> <p>For example, candidates may demonstrate acquired Knowledge and Understanding in respect of the:</p> <p><b><u>Technical Qualities:</u></b> Reference may be made to wide repertoire of skills eg; <i>my dribbling, passing shooting etc is consistent and accurate; this may be accompanied by clarification of success rate/quality of execution of PAR. For example, like a model performer I execute my...with power etc. Reference may also be made to the classification of skills demanded, for example, simple/complex etc.</i></p> <p><b><u>Physical Qualities:</u></b> Reference may be made to more than one aspect of fitness. To support acquired/applied Knowledge and Understanding the candidates must describe how the selected aspect of fitness affected performance. For example, <i>my high levels of Cardio Respiratory Endurance, Speed Endurance 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><b><u>Personal Qualities:</u></b> Reference may be made to inherent qualities, for example, <i>height – helped me to win rebounds consistently, Other acceptable personal qualities such as being decisive/determined/confident/competitive etc, put me at an advantage and intimidated my opponents...etc.</i></p> <p><b><u>Special Qualities:</u></b> 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 more points etc.</i></p>
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	<p>d)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Programme of work must link to the selected quality.</p> <p>Detailed discussion on how the programme helped improve overall performance should form basis of answer.</p> <p>Examples should be used to support argument and illustrate points.</p> <p>The candidate may select an isolated or an integrated training approach.</p> <p>The mark allocation is a 4/2 split</p> <p>4 marks for discussion</p> <p>2 marks for examples</p>	<p><b><u>Key Concept 5:</u></b> Planning and managing personal performance improvement.</p> <p><b><u>Course of action:</u></b> A good response will include adequate details relevant to the selection and appropriateness of the <b>MOST</b> 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. 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 ie 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.</p> <p>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><b><u>Planning implications:</u></b> The candidate's experiences will dictate the terms of reference used, ie as an individual/team game performer or as an athlete or swimmer's perspective some of the following training terms will most commonly be used; short/long term targets, preseason, competitive season and post season, mini, macro, meso cycles, to train in or out with the activity, the need to ensure peak fitness readiness, periodisation principles.</p> <p>A good response will demonstrate both acquired and applied Knowledge and Understanding. The candidate must reflect on decisions made about their specific training considerations. In this respect, the link to their identified fitness needs will be highlighted with exemplification of the particular stages of training and types of training used. To ensure training effectiveness related Knowledge and Understanding about training principles/principles of effective practice will most likely be made.</p> <p><b><u>Organising of training:</u></b> Within the response examples should include Cognisance of previously stated Strengths &amp; 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 task etc.</p>
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	d) (continued)		<p>Training considerations may include some or more of the following: training in/out of the activity/conditioning approach, integrated training.</p> <p><b><u>The importance of integrated training:</u></b> Typically the notion of more than one type of fitness/demand being developed at the same time. Reasons should be included to exhibit related Knowledge and Understanding.</p> <p>The training programme offered may reflect the development of a technical and skill related quality/demand being developed (or any other relevant combinations). For example, in badminton: the aim = to develop the drop shot WHILST developing improved footwork (agility). The response should include relevant facts; train in the activity using repetition drills – moving to take feeds from right &amp; left hand side of court – combine with footwork drill, eg from T to various numbered areas of court...Progress to combination/conditioned rallies to ensure refinement of shot ie efficiency, accuracy and disguised placement as a result of energy efficient movement to meet the shot with balance and poise to execute the shot and return to base ready for the next shot etc.</p> <p>A good response will typically include other relevant factors to demonstrate Knowledge and Understanding such as, progression, model performers, feedback, target setting, work to rest considerations, stages of learning, complexity of technique being developed, factors affecting performance, principles of training and or effective practice.</p>
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Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
3 <b>Preparation of the body</b>	a) <b>6 marks</b>	<p>A good response should include some or most of the points as outlined in the <b>Relevant Content Guide</b>.</p> <p>The candidate must demonstrate acquired knowledge when discussing the different approaches to training.</p> <p>They may focus on one activity; consider several activities; or apply KU in a generic manner.</p>	<p><b>Specific training types:</b> A good response should have good description of the form of training for selected approach.</p> <p><b>In the activity (conditioning)</b> – fartlek short sprints and then continuous paced running with specific description of what they did. For example, <i>in athletics for 800 metre running I did fartlek training...did 8 laps...jogged the straights and ran the bends...done without stopping...then did 6 short 60 metre sprints with a short 20 metre jog leading into each sprint made demand similar to end of actual race.</i></p> <p><b>Out with activity</b> could include circuit training/weight training with description of what they did/sets/reps/types of exercise For example, <i>to improve my Cardio Respiratory Endurance for my role as a midfielder in hockey...I trained out with activity...carried out some circuit training...doing high intensity work...work rest ratio 1:3...doing a series of exercises...step ups...burpees...continuous running...3 sets of exercises...working on each for 45 seconds.</i></p> <p><b>Combination of both:</b> continuous training in pool/weight training out of pool with appropriate description of each/involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal. For example, <i>in swimming I trained using a combination of training within activity and out with activity...within I used interval training...working on developing both anaerobic and aerobic fitness...did warm up...then stroke improvement...main set 6×50 metre swim one minute recovery...sub set 6×50...45 secs recovery...then warm down...out with pool did a weight training circuit...doing a series of exercises...3 sets of exercises...also some work on stepping machines...rowing machines...to improve Cardio Respiratory Endurance.</i></p> <p><b>Appropriateness of selected method</b></p> <p><b>Within activity:</b> can involve specific movements and can develop skills as well as fitness – involve demands of the activity – can also simulate the pressure demands of a competitive situation – can also be fun and motivational.</p> <p><b>Out-with activity:</b> can develop both general and specific muscle/fitness – easy to do – minimum of equipment needed.</p> <p><b>Combination:</b> some of the above reasons but firmly explained why – variety in different methods – motivational – enjoyable.</p>

	<p>b)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The candidate must demonstrate KU related to both planning and implementing training.</p>	<p><b><u>The importance of planning and implementing training:</u></b> Planning could refer to type of activity or level of fitness or role in activity. Goal setting may be referred to types of training may also be referred to for example circuit, interval etc. For example, <i>I set myself both short term and long term goals...this gave me a target to work towards...they had to be realistic and achievable...they motivated me to do well.</i></p> <p>The answer could refer to the principles of training. Some of the following principles may 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>c)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Candidates are expected to select one training session from their programme and give a very detailed description.</p> <p>The session described may be very specific to one aspect of fitness or be more general in nature.</p> <p>If the whole programme is described marks can only be awarded for the description of one session.</p>	<p>The candidates responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected.</p> <p>For example, <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 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. This was a session to improve speed endurance.</i></p>

	<p>d)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Candidates should explain in detail how progress was monitored during the training programme.</p>	<p><b><u>The importance of planning and monitoring training using particular methods</u></b></p> <p>Methods used could include video, observation schedules/training diary/logbook, personal evaluation or game analysis.</p> <p>For example, <i>I used a training diary...this allowed me to keep a note of my progress...allowed me to see whether my training had been effective...if I had achieved my short term goals...if my training had been set at the correct level...to see if my overall performance had improved.</i></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
4 <b>Preparation of the body</b>	a) <b>6 marks</b>	<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 KU of each of the types of fitness in relation to their chosen activity.</p> <p>The mark allocation will be 2/2/2.</p>	<p><b>Key Concept 3:</b> Physical, skill-related and mental types of fitness.</p> <p><b>Physical skill related and mental types of fitness:</b> 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><b>Physical fitness:</b> Cardio Respiratory Endurance – speed – muscular endurance – flexibility – stamina – strength – aerobic/anaerobic endurance – speed endurance – power.</p> <p><b>Skill related fitness:</b> reaction time – agility – co-ordination – balance – timing – movement anticipation.</p> <p><b>Mental fitness:</b> level of arousal – rehearsal – managing emotion – visualisation – motivation – determination – anxiety/managing stress/concentration.</p> <p>All responses should make reference to how the types or aspect(s) chosen relate to <b>effective</b> performance in the activity.</p> <p><b>Physical fitness:</b> 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><b>Skill related fitness:</b> 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>Mental fitness:</b> 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 successfully...when 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>

	a) (continued)		<p><b><u>Relationship between types/aspects of fitness and the development of activity specific fitness</u></b>          You would expect the candidate to select an appropriate type/aspect of fitness and relate it to the activity selected and show the appropriateness to it.          For example, <i>in tennis strength and endurance are important...when serving major muscle groups are involved...to produce a strong service action...it is often repeated during a long game...this requires both muscular endurance and strength...this is specific to this movement in tennis.</i></p>
	b)  <b>4 marks</b>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide.</i></b></p> <p>The candidate's response should be a detailed description of <b>one</b> method.          The use of video in conjunction with eg an observation schedule can be considered as one of the methods of gathering information.</p> <p>The method selected may be from within or out with activity.</p>	<p><b><u>Key Concept 1:</u></b> Fitness assessment in relation to personal performance and the demands of activities.</p> <p><b><u>Accurate collection and recording of data</u></b>  <b><u>Gathering data:</u></b> The description of the method could 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 and/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 <b><i>why</i></b> should be obvious showing logical thinking. Methods could include video/performance profiles/checklists/scatter grams/Preparation, Action, Recovery/stroke counts/breath counts/pulse counts/feedback – reliability and validity of method should be apparent.          Methods could come from out with activity. For example, Standardised tests will also be described, these could include:  <b>Physical:</b> 12 minute Cooper test, Sit and reach test, Harvard step test, Bleep test  <b>Skill related:</b> Illinois agility test, Ruler drop, Alternate hand throw  <b>Mental:</b> Questionnaires or self evaluation tests, internal/external feedback</p>
	c)  <b>4 marks</b>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide.</i></b></p> <p>Candidates should demonstrate KU of both validity and reliability in relation to their chosen activity and method.</p>	<p><b><u>Appropriateness of methods used</u></b>          The appropriateness of the methods described should enable either qualitative or quantitative information to be gathered. Explanations offered may include, to provide evidence to compare progress/targets/improvements, to provide a permanent record, can be used time and time again, aids motivation, ensures further challenge and progress, information can be gathered at the beginning and end etc, if video is used it can refer to ability to pause, rewind, play over and over again or be used in conjunction with an observation schedule. For standard tests it allows comparison to set national norms for interpretation.</p>

	<p>d)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>The candidates response should display both acquired and applied KU when discussing the appropriateness of the selected method of training.</p> <p>The mark allocation will be a 2/4 split.</p> <p>2 marks awarded for description.</p> <p>4 marks awarded for discussion.</p>	<p><b><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></b></p> <p>The candidates response 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. 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>A good response should have good description of the form of training.</p> <p><b>In the activity (conditioning):</b> fartlek short sprints and then continuous paced running with specific description of what they did. For example, <i>in athletics for 800 metre running I did fartlek training...did 8 laps...jogged the straights and ran the bends...done without stopping...then did 6 short 60 metre sprints with a short 20 metre jog leading into each sprint made demand similar to end of actual race.</i></p> <p><b>Out with activity</b> could include circuit training/weight training with description of what they did/sets/reps/ types of exercise. For example, <i>to improve my Cardio Respiratory Endurance for my role as a midfielder in hockey...I trained out with activity...carried out some circuit training...doing high intensity work...work rest ratio 1:3...doing a series of exercises...step ups...burpees...continuous running...3 sets of exercises... working on each for 45 seconds.</i></p> <p><b>Combination of both:</b> continuous training in pool/weight training out of pool with appropriate description of each/involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal. For example, <i>in swimming I trained using a combination of training within activity and out with activity...within I used interval training...working on developing both anaerobic and aerobic fitness...did warm up...then stroke improvement...main set 6×50 metre swim one minute recovery...sub set 6×50...45 secs recovery...then warm down...out with pool did a weight training circuit...doing a series of exercises...3 sets of exercises...also some work on stepping machines...rowing machines...to improve Cardio Respiratory Endurance.</i></p> <p><b><u>Appropriateness of selected method</u></b></p> <p><b>Within activity:</b> can involve specific movements and can develop skills as well as fitness – involve demands of the activity – can also simulate the pressure demands of a competitive situation – can also be fun and motivational.</p> <p><b>Out-with activity:</b> can develop both general and specific muscle/fitness – easy to do – minimum of equipment needed.</p> <p><b>Combination:</b> some of the above reasons but firmly explained why – variety in different methods – motivational – enjoyable.</p>
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			<b>RELEVANT CONTENT GUIDE</b>
<b>Question</b>	<b>Part</b>	<b>Notes</b>	<b>Candidates are likely to refer to some/most of the following in their responses</b>
<b>5</b>  <b>Skills &amp; Techniques</b>	a)  <b>6 marks</b>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> <p>The candidates response should demonstrate acquired knowledge about each of the methods. 3/3 marks.</p> <p>Where a response demonstrates greater depth of one method, a 4/2 split may be applied.</p>	<p><b><u>Information Processing</u></b>  Relevant description; this may be supported with use of a diagram. The description should include details appropriate to the skill/technique selected.  The 4 stages should appear in sequence order of INPUT via stimuli/senses/instruction/demonstration or feedback offered. DECISION MAKING – action to be taken. OUTPUT via taking appropriate action.  EVALAUTION – what was the outcome of action taken; successful/unsuccessful, effective/ineffective.  Remediation process now occurs – repeat the action to develop/refine – regress to address weaknesses identified – progress to the next stage.</p> <p><b><u>Skill classification</u></b>  Relevant description of various types of skill. The description should include details appropriate to the skills selected inclusive of example. The classified skills likely to appear: Open/Closed. Discrete/Serial/Continuous. Simple/Complex.</p> <p><b><u>Points highlighted:</u></b>  Open – dependent on different variables, externally paced eg a corner kick in football.  Closed – Internally paced, no clear beginning or ending, eg a drive in golf.  Discrete – clear beginning and end, requiring fine motor skills.  Serial – a combination of discrete skills which performed in sequence produces a unique skill such as lay up in Basketball.  Continuous – no clear pattern of beginning or end such as swimming.  Simple – requiring few sub routines, no element of danger = forward roll in gymnastics.  Complex – many sub routines, element of danger = front somersault in gymnastics.</p>
	b)  <b>4 marks</b>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p>	<p><b><u>Features of a skilled performance</u></b>  A good response will include reference to the range and qualities that are evident in a skilled/model performance. Reference should be made across the range of qualities displayed ie technical, physical, skill and mental related.  A link to other relevant factors may include; wide repertoire of skills evident and executed at the correct time with consistency, fluency, ease of economy. Movements/application of skills seem effortless. Management of emotions are controlled. A degree of confidence. Few unforced errors. Makes appropriate decisions when under pressure etc.</p>

	<p>c)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>More than 1 method of practice must be mentioned in the programme of work.</p>	<p><b><u>Programme of work:</u></b> The responses offered will be wide ranging and will depend on the candidate's choice of skill/technique identified for development.</p> <p>The response may 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 the 'process' should be obvious and justified.</p> <p>Programme references may include details of weeks 1 &amp; 2, weeks 3 &amp; 4, weeks 5 &amp; 6, etc OR <i>I used a gradual build up/whole part whole approach to my development programme</i>. In this respect the notion of reliability/validity should be apparent and justified etc.</p> <p>The content and structure given may be justified with progressions exemplified to demonstrate sound Knowledge and Understanding. For example, <i>as I was at the cognitive stage – I used many shadow/repetition practices to ensure...etc. At the associative stage I used some shadow/repetition practices progressing to combination drills...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 &amp; 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>d)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p>	<p><b><u>The importance of monitoring and reviewing:</u></b> 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 progress.</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> <p>A good response will highlight the impact of skill technique development to WHOLE performance development. For example, <i>a more consistent application/less errors/more points won, a positive benefit including greater confidence etc.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
6 <b>Skills &amp; Techniques</b>	a) <b>6 marks</b>	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p><b>Stages of learning:</b> A good response will include specific reference and detail appropriate with detailed explanations relevant to the stage of learning described. Examples are often included to highlight their understanding in context; this may be generic or linked to a specific skill/technique.</p> <p>For example, at the cognitive stage a performer will be reliant on a lot of instruction/feedback. The performer is learning about the sub routines of the skill/technique. Success rate/effectiveness is not refined etc.</p> <p>At the associative stage, a performer will still be reliant on instruction/feedback but will be developing ability to self evaluate. The performer is more able to link the sub routines of the skill/technique; the execution of the skill is recognisable but the success rate/effectiveness is still not consistent or highly effective etc.</p> <p>At the automatic stage, a performer will be less reliant on instruction/feedback with an ability to self evaluate and identify weaknesses. The performer is able to link the sub routines of the skill/technique; the execution of the skill is recognisable with control and consistency etc.</p> <p>A link to other relevant factors may include; progressions possible from one stage to the next, model/skilled performer etc.</p>

	<p>b)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p>	<p><b><u>Programme of work:</u></b> The responses offered will be wide ranging and will depend on the candidate's choice of skill/technique identified for development.</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 the 'process' should be obvious and justified.</p> <p>The programme followed should be detailed with reference made to the stage of learning and some of the following considerations: skill complexity classification, Model Performer, feedback, goal setting...etc.</p> <p>For example, at the cognitive stage – many shadow/repetition practices were incorporated to ensure...etc.</p> <p>At the associative stage some shadow/repetition practices progressing to combination drills, etc. At the automatic stage of learning more pressure/problem solving drills were used to advance and challenge learning and performance development.</p> <p>A link to other relevant factors may include; whole part, gradual build up, mass/distributed, closed/open contexts etc.</p>
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	<p>c) <b>6 marks</b></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 each or for answer where one part of the answer is stronger a 4/2 split can be applied.</p>	<p><b><u>Motivation/Concentration/Feedback</u></b></p> <p>In this respect the candidate may give a detailed synopsis of how each factor selected impacted upon their learning and or their application of skill/technique. Merit should be given according to depth/quality/relevance of explanations offered.</p> <p>NOTE – it is likely that similar points may be referenced/exemplified in relation to discrete factor.</p> <p><b>Motivation</b> = 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 off their best/come from behind/respond to immediate problems/competitive challenges/not worry if mistakes are made and re channel focus.</p> <p><b>Concentration</b> = 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><b>Feedback</b> = 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>NOTE A link to Stage of Learning, Model Performers may be made in reference to any of the above factors.</p>
	<p>d) <b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p>	<p><b><u>Whole performance development</u></b></p> <p>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 felt that the repetition drills such as ????...improved my ability to ??? etc. Similarly a comparative synopsis via a statistical % comparison before &amp; after, or comparative to a Model Performer may also feature in the response.</p> <p>Merit should be given to the feasibility/validity/justification for claims of improved performance.</p>

			RELEVANT CONTENT GUIDE
Question 7	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
<b>Structures, Strategies and Composition</b>	a) <b>4 marks</b>	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p><b><u>Select a relevant structure, strategy or composition</u></b>            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            Tennis – serve-volley            Volleyball – rotation            Hockey – penalty corner</p> <p>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></p>
	b) <b>4 marks</b>	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p><b><u>Structure and strategy fundamentals</u></b>            The following may be referred to or listed.            Using space in attack and defence, pressuring opponents, tempo of play, speed in attack, delay in defence and principles of play (width, depth and mobility).            The importance should be justified and show both acquired and applied knowledge.            For example, <i>in basketball I wanted to play a fast tempo game...attack quickly...so I made sure that on each opportunity we tried to play a fast break...to catch the defence out...score a quick basket...create an overload situation...before the defence was organised properly.</i></p> <p><b><u>Structure and compositional fundamentals</u></b>            The following may be referred to or listed.            Design form, developing motifs, using repetition, variation and contrast, interpreting stimulus in developing performance, using space effectively, using creativity in performance.            The importance should be justified and show both acquired and applied knowledge.            For example, <i>in dance I started with a simple step motif...took me forwards then back to starting position...then sideways...back to starting...I established this as a simple core motif...then I developed a second core motif...this time a jumping pattern...then I began to mix and play with both core motifs...to add interest to my dance...gave my dance variety and quality of movement contrasts.</i></p>

	<p>c)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>2/4 split.</p> <p>2 marks for description.</p> <p>4 marks for explanation.</p>	<p>The responses will be wide ranging and will depend on the choice of structure, strategy or composition selected. Responses should start with a description of the problem they faced eg <i>opposition had good outside shooters...scored frequently...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.</i></p>
	<p>d)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>Answer should demonstrate critical thinking and decision making in the justification of any changes/adaptations or in the training programme which was organised to overcome the problems faced.</p> <p>3/3 mark split or 2/4 split may be applied if one answer is particularly strong.</p>	<p><b><u>The importance of adapting and refining a structure, strategy or composition in response to performance demands</u></b></p> <p>The responses will be wide ranging and will depend on the choice of structure, strategy or composition selected. Responses may repeat the 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 structure, strategy or composition completely. For example, <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>

			RELEVANT CONTENT GUIDE
Question 8	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
<b>Structures, Strategies and Composition</b>	a) (i) <b>3 marks</b>	A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b> .	<p>Some candidates may answer by referring to the strengths as a team or strengths of the individual.</p> <p>Eg...<i>in tennis I used a serve, volley strategy. As I had a consistent, fast first serve, I would serve fast and hard to my opponent, follow my serve into the net, positioning quickly in order to capitalise on my opponent's weak return.</i></p> <p>An explanation of the impact of this strength on the whole performance must be given eg <i>My strength allowed me to dictate the rally from the first stroke. I took control of the front court area, dominating the court, putting my opponent under pressure immediately, inevitably winning many points easily in my service game.</i></p>
	(ii) <b>3 marks</b>	A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b> .	<p>Some candidates may answer by referring to the strengths as a team or strengths of the individual.</p> <p>Candidates must show critical thinking by offering a degree of authenticity in their analysis and must make reference as to how their WHOLE performance was affected by the weakness, eg ...</p> <p><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.</i> (Also a link to other factors such as reduced confidence, lack of fitness etc may be evident in answers).</p>

	<p>b)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p>	<p><b><u>Weakness addressed:</u></b> 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...alternative backhand/forehand volley...serve to partner and get them to return to backhand side to play volley.</i></p> <p>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>
	<p>c)</p> <p><b>4 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</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, <i>in basketball...we used a criteria checklist...all aspects of fast break...data was collected from a game this then allowed...comparison to previous...to see if we had improved its effectiveness.</i></p>

	<p>d)</p> <p><b>6 marks</b></p>	<p>A good response should include some or most of the points as outlined in the <b><i>Relevant Content Guide</i></b>.</p> <p>3/3 mark split</p>	<p><b><u>Structure and strategy fundamentals</u></b></p> <p>Using space in attack and defence, pressuring opponents, tempo of play, speed in attack, delay in defence and principles of play (width, depth and mobility). The importance should be justified and show both acquired and applied knowledge. For example, <i>in basketball I wanted to play a fast tempo game...attack quickly...so I made sure that on each opportunity we tried to play a fast break...to catch the defence out...score a quick basket...create an overload situation...before the defence was organised properly.</i></p> <p><b><u>Structure and compositional fundamentals</u></b></p> <p>Design form, developing motifs, using repetition, variation and contrast, interpreting stimulus in developing performance, using space effectively, using creativity in performance. The importance should be justified and show both acquired and applied knowledge. For example, <i>in dance I started with a simple step motif...took me forwards then back to starting position...then sideways...back to starting...I established this as a simple core motif...then I developed a second motif...this time a jumping pattern...then I began to mix and play with both core motifs...to add interest to my dance...gave my dance variety and quality of movement contrasts.</i></p>
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[END OF MARKING INSTRUCTIONS]