



2010 Physical Education

Intermediate 2

Finalised Marking Instructions

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Marking Instructions 2010

Outcome One

Explain performance in an activity

- (a) Methods selected and used for observing and recording data are valid.
 - (b) Data gathered is valid.
 - (c) Performance strengths and weaknesses are explained.
 - (d) Development needs are explained.
- Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance.
 - Candidates should be awarded approximately half of the marks available if they give an appropriate record, description or explanation of performance.
 - Candidates should be awarded low marks if they give a limited record, description or explanation of performance.

Outcome Two

Use knowledge and understanding to analyse performance

- (a) Relevant key concepts and key features are selected and used to analyse performance.
 - (b) Relevant information sources are used to plan performance development.
 - (c) A programme of work is designed to meet identified needs.
- Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.
 - Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.
 - Candidates should be awarded low marks if they give a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.

Outcome Three

Monitor a programme of work

- (a) A relevant programme of work to meet identified needs is completed.
 - (b) The content of the programme of work is monitored.
 - (c) Performance development is monitored.
- Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development.
 - Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.

Outcome Four

Review the analysis and development process

- (a) The effectiveness of the analysis and development process is explained.
 - (b) The effects on performance are explained.
 - (c) Future development needs are described.
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- Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded approximately half of the marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
1a	The use of appropriate models of performance	1&2	<u>Model performance comparison</u> A satisfactory 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.		4 marks available
1b	The use of appropriate models of performance	1&2	<u>Model performance comparison</u> Reference may be made across the range of demands required in performance ie – technical, physical, skill and mental related. 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 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>		4 marks available
1c	Mental factors influencing performance	1&2	<u>Mental factors</u> Candidates may demonstrate acquired Knowledge and Understanding in the following: the ability to manage emotions Level of arousal – over or under arousal. Handling stress affected by self confidence, motivation/concentration etc. The candidate may offer suggestions about the influences on performance being positive/negative.		4 marks available
1d	Planning and managing personal performance improvement	3	<u>Course of action</u> A satisfactory response will include details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Examples relevant to selected methods and how this will bring about improvement more commensurate to model performer must be evident. <i>For example, 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>		5 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
1e	Planning and managing personal performance improvement	3&4	<p><u>Course effectiveness/impact on performance development</u></p> <p>A satisfactory response MUST include evaluative comments and offer examples on how and why they thought the course of action taken was effective. The candidate could state what the impact of skill/technique development to WHOLE performance development was. For example, <i>a more consistent shooter with higher shooting average/more points won, a positive benefit including greater confidence/better help to team etc.</i></p>		3 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
2a	Overall nature and demands of quality performance	2	<p><u>Nature and Demands</u> <u>Nature:</u> 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. <u>Challenges:</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 challenges or emphasise the challenges unique to the role/solo/duo performance relative to the activity selected. <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>		4 marks available
2b	Technical, Physical, personal and special qualities of performance	1&2	<p><u>Gathering Information on Performance Strengths or Weaknesses</u> A link to identified strengths and or weaknesses may be evident. A satisfactory response will include reference to whole performance (initial data) and specific (focused 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. 		4 marks available
2c	Planning and managing personal performance improvement	2&3	<p><u>Organising of training</u> Within the response examples should include Identifying strengths & weaknesses. Setting of targets. Decisions taken as a result of the performance weaknesses/strengths reflective of appropriate training/development method(s) and/or selected training regimes.</p>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
2d	Planning and managing personal performance improvement	2	<u>Setting goals</u> A good response will suggest the importance of establishing short term goals to help reach longer term goals. Examples should be offered to show understanding about performance gains as a result of setting realistic/attainable goals.		4 marks available
2e	Planning and managing personal performance improvement	3	<u>Monitoring</u> Importantly, the response may include reference to reviewing performance = summative process. Many candidates will repeat or include some of the previously mentioned methods.		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
3a	Physical, skill-related and mental types of fitness	2	<u>Activity specific fitness</u> A satisfactory response should include reference to the activity selected and be able to show both acquired and applied knowledge of the activity specific fitness requirements. Suggestions may be made about the types of fitness ie physical, skill related and mental.		4 marks available
3b	Fitness assessment in relation to personal performance and the demands of activities	2	<u>Accurate collection and recording of data</u> <u>Gathering data</u> 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 may make reference to the process as to how the information was gathered. Methods could include video/performance profiles/checklists/stroke counts/breath counts/pulse counts/feedback – reliability and validity of method should be apparent. Methods should 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, Alternate hand throw Mental – Questionnaires or self evaluation tests, internal/external feedback		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
3c	Physical, skill-related and mental types of fitness	2	<p><u>Physical skill related and mental types of fitness</u></p> <p>You would expect the candidate to select the most appropriate type to show relevant Knowledge and Understanding to support the answer.</p> <p>Physical fitness – Cardio Respiratory Endurance – speed – muscular endurance – flexibility – stamina – strength – aerobic – anaerobic endurance – speed endurance – power.</p> <p>Skill related fitness – reaction time – agility – co-ordination – balance – timing – movement anticipation.</p> <p>Mental fitness – level of arousal – rehearsal – managing emotion – visualisation – motivation – determination – anxiety/managing stress/concentration.</p> <p>All responses should suggest how the type or aspect(s) chosen relate to effective performance in the activity.</p> <p>Physical fitness – for example, <i>in football a high level of Cardio Respiratory Endurance and speed endurance allowed me to track back and help my defence...out as well as support the attackers...throughout the whole game...also having good strength as a defender allowed me to jump and challenge for high balls and crosses... and win tackles against the opposition.</i></p> <p>Skill related fitness – for example, <i>in badminton having good agility will allow me quick movement...to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure – also...good timing will allow me to connect with the shuttle in the correct place and allow me to execute the shot correctly...hopefully leading to a successful outcome.</i></p> <p>Mental fitness – for example, <i>in basketball as the ball carrier; by managing my emotions I was able to handle the pressure my opponent was putting on me when closely marking...I was able to make the correct decision and carry out the correct pass to my team mate successfully...when I was also taking a free throw by managing me emotions and rehearsing my routine in my mind...I was able to execute the free throw successfully.</i></p>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
3d	Principles and methods of training	2&3	<p><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></p> <p>The candidates responses will 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 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>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, thus gaining greater benefits from training.</i></p>		4 marks available
3e	Planning, implementing and monitoring training	3&4	<p>The candidates should show an understanding of how the training programme has effected their performance eg, now that I have increased CRE, as a midfielder I am able to track my opponent more effectively and can now last the whole 90 minutes of the game.</p>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
4a	Application of different types of fitness in the development of activity specific performance	2	<p><u>Activity specific fitness</u></p> <p>A satisfactory response should include reference to the activity selected and be able to show both acquired and applied knowledge of activity specific fitness requirements. Suggestions may be made about the types of fitness ie physical, skill related and mental. All responses should suggest how the type or aspect(s) chosen relate to effective performance in the activity.</p> <p>Physical fitness – for example, <i>in badminton aerobic fitness is important...needed to last the pace of long rallies...speed and strength are important to produce power...to produce effective smashes to win points.</i></p> <p>Skill related fitness – for example, <i>in badminton having good agility will allow me quick movement...to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure – also...good timing will allow me to connect with the shuttle in the correct place and allow me to execute the shot correctly...hopefully leading to a successful outcome.</i></p> <p>Mental fitness – for example, <i>in badminton I need to be able to concentrate for the whole match...concentrate on each shot...being focussed...be determined to win...not being distracted.</i></p> <p>The response may highlight one particular type of fitness but being able to show how the particular aspects within that type are important to the activity. For example, <i>in basketball...physical fitness is important...cardio respiratory endurance is crucial...to be able to get up the court quickly to attack...get back and defend...when we lose the ball...power is important to...jump to rebound the ball...in offence and defence...strength is also important to block out opponents on rebounds...flexibility is important to be able to dribble quickly and change direction with the ball.</i></p>		4 marks available
4b	Application of different types of fitness in the development of activity specific performance	1&2	As above, however the candidate will demonstrate the negative affects from the type of fitness.		4 marks available
4c	Principles and methods of training	2&3	<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>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
4d	Principles and methods of training	2&3	<p><u>Principles of training</u> You will probably have a description of how they were applied to programme and also explanation and justification why they were considered. For example, <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 day...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>		5 marks available
4e	Planning, implementing and monitoring training	3	<p><u>The monitoring process</u> A good response will show knowledge about the purpose and importance of the process. It may provide qualitative or quantitative details of whether the training is effective/working – it can substantiate the specific fitness progress – explanations may include – provide evidence to compare progress/targets/improvements – enables changes to be made – ensure future targets – further challenges – promotes motivation – whether training method was appropriate – deciding if training was at correct intensity – whether short term or long term goals had been achieved.</p>		3 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
5a	The concept of skill and skilled performance	2	<u>Features of a skilled performance</u> A satisfactory response may suggest the range and qualities that are evident in a skilled/model performance. A link to other relevant factors may include; a repertoire of skills evident and executed at the correct time with consistency, fluency, etc. 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.		4 marks available
5b	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality	1&2	<u>Gathering Information on Performance Strengths or Weaknesses</u> A link to identified strengths and/or weaknesses may be evident. 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: <ul style="list-style-type: none"> • Movement Analysis (Observation checklist, Match Analysis sheet) • 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. 		4 marks available
5c	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality	2	Explanations offered about appropriateness may include – it provides evidence to compare progress/targets/improvements. It is a permanent record, can be used time and time again, aids motivation and ensures further challenges and progress. Information can be gathered at the beginning/middle/end. If video is used reference will be made to pause/rewind/facility.		3 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
5d	The development of skill and refinement of technique	2&3	<p><u>Programme of work</u></p> <p>The responses offered will depend on the candidate's choice of skill/technique identified for development.</p> <p>The response may include details of the appropriateness of the methods of practice/development programme followed.</p> <p>The programme followed should refer to some of the following considerations: Stages of Learning, skill complexity/skill classification, Model Performer, feedback, goal setting...etc.</p> <p>Programme references may include details of weeks 1&2, weeks 3&4, weeks 5&6, etc. 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 must 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 etc. At the automatic stage of learning I knew to use more pressure as this 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>		5 marks available
5e	The development of skill and refinement of technique	4	<p><u>The use of Model performance</u></p> <p>A satisfactory 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 benefit performance 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 • Inspires to achieve higher levels of achievement • Supports planning practice/targets 		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
6a	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality	1&2	<p><u>Gathering information on Performance Strengths or Weaknesses</u></p> <p>A link to identified strengths and or weaknesses may be evident. A good response will include reference to whole performance (initial data) and specific (focused 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) • 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. 		4 marks available
6b	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality	1&2	<p>Analysis of data gathered. A link to identify weaknesses should be evident. A good response will include reference to whole performance and specific these will be linked to the programme of work planned/used. For example...<i>by looking at my video performance I identified my performance weaknesses were...etc...I then decided that I should focus on my smash...the programme or work would be specific to my weakness.</i></p>		4 marks available
6c	The development of skill and refinement of technique	2&3	<p><u>Principles of effective practice</u></p> <p>Often the acronym S.M.A.R.T.E.R. features in the candidate’s answers. A satisfactory response may include a discussion of each of the principles and how they were applied to the programme. 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 needs most improvement. I knew to set targets and raise them once...this ensures my practice was motivating etc.</i></p> <p>Other relevant knowledge will reference factors such as practice needs to show progression to ensure targets were reached. Increased motivation, improved confidence, consideration of work rest ratio etc.</p>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
6d	The development of skill and refinement of technique	3	<u>Monitoring and reviewing</u> Reference to appropriate data methods to facilitate comparison of improvements. Many candidates will repeat or include some of the previously mentioned comments.		4 marks available
6e	The development of skill and refinement of technique	4	<u>Whole performance development</u> Responses should include next development need and how this is currently effecting performance.		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
7a	The structures, strategies and/or compositional elements that are fundamental to activities	1&2	<p><u>Select a relevant structure, strategy or composition</u> The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they play as well. These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence Football 4-2-4/4-3-3/3-5-2 Badminton front – back – side – side Gymnastics particular sequence – routine Volleyball – rotation Hockey penalty corner – 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>		4 marks available
7b	The structures, strategies and/or compositional elements that are fundamental to activities	1&2	<p><u>Structure and strategy fundamentals</u> 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><u>Structure and compositional fundamentals</u> 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 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>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
7c	The structures, strategies and/or compositional elements that are fundamental to activities	1&2	As above, however candidate must explain the weakness in performance.		4 marks available
7d	Information processing, problem-solving and decision-making when working to develop and improve performance	2	<p><u>The importance of adapting and refining a structure, strategy or composition in response to performance demands.</u></p> <p>The responses will depend on the choice of structure, strategy or composition selected. Responses should start with a description of the problem they faced. They may 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>		4 marks available
7e	Information processing, problem-solving and decision-making when working to develop and improve performance	4	<p>Responses should show how the decisions selected in part d have effected the whole performance. 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>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
8a	The structures, strategies and/or compositional elements that are fundamental to activities	2	<p><u>Select a relevant structure, strategy or composition</u> The candidate must describe their role/performance within the Structure, Strategy or Composition.</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 – 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> <p>Recognising the demands of individual roles during performance.</p> <ul style="list-style-type: none"> For example, <i>in basketball as a centre my role was to rebound the ball in offence and block out in defence etc.</i> 		4 marks available
8b	Information processing, problems-solving and decision-making when working to develop and improve performance	1&2	<p><u>Data collection on role/performance</u> Description of the method(s) used must be offered; a diagram may feature to support answer. A range of relevant methods will be selected ie Observation schedule, Coach Feedback, Video. Information relevant to the particular aspects of the Structure, Strategy or Composition will be relevant.</p>		4 marks available
8c	The structures, strategies and/or compositional elements that are fundamental to activities	1&2	<p><u>Roles and relationships</u> 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, however I was not quick enough to get into the correct position to execute a winning volley.</i></p>		4 marks available

Qu	Key concept	LO	Possible Responses	Marking criteria	Marks
8d	Information processing, problem-solving and decision-making when working to develop and improve performance	3	<p><u>The importance of adapting and refining a structure, strategy or composition in response to performance demands.</u></p> <p>The responses will depend on the choice of structure, strategy or composition selected. Responses should start with a description of the problem they faced. They may then show evidence of problem solving and decision making to make their performance more effective. The candidate may decide to change structure, strategy and 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> <p>The candidate may decide to alter the structure, strategy and composition. For example, <i>in football we played at 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><i>The candidate may also decide to complete a training programme to address weaknesses.</i></p>		4 marks available
8e	Information processing, problem-solving and decision-making when working to develop and improve performance	4	<p><u>Effect on whole performance</u></p> <p>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>		4 marks available

[END OF MARKING INSTRUCTIONS]