

C205/SQP246

Physical Education
Intermediate 2

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Physical Education Intermediate 2

The purpose of this document is to provide:

- ◆ details of how Performance is assessed for a Course award
- ◆ details of the structure of the Question Paper in this Course
- ◆ guidance to centres on how to use information gathered from Performance and the Question Paper in this Course to estimate candidate performance

PART 1

This part of the Course Assessment Specification details how Performance is assessed for a Course award.

- ◆ The candidate's Performance will be assessed internally for the dual purpose of determining both Unit achievement (pass/fail) and for a mark to contribute to the Course award.
- ◆ Performance is assessed through the observation of live performance.
- ◆ For Course assessment, a candidate's mark should be based on performance in their two best activities
- ◆ Performance in **each** of a candidate's two best activities is marked out of 20, giving a total possible mark of 40 for Performance.
- ◆ Marks are awarded through comparing each candidate's performance with the marking guidelines, the Performance mark scales and the Performance Course Grade Descriptions.
- ◆ In line with Course Grade Descriptions it is expected that candidates will be able to demonstrate the ability to:
 - show a consolidated basic performance repertoire
 - select and combine skills usually to perform with control and fluency within contexts offering options
- ◆ For each candidate, a total Performance mark out of 40 requires to be submitted to SQA to contribute to the Course award.

PART 2

This part of the Course Assessment Specification details the structure of the Question Paper in this Course.

Question Paper:

- ◆ has a mark allocation of 60 and a time allocation of two hours
- ◆ will examine the candidates' ability to understand and apply the processes involved in the Analysis and Development of Performance and key concept knowledge as outlined in the content of each Area of Analysis and Development of Performance
- ◆ will be arranged in four sections each corresponding to an Area of Analysis and Development of Performance outlined in Appendix 3 of the Course Arrangements
- ◆ will require candidates to answer three questions in total, each chosen from a different section. Each section will consist of two questions

Each question will:

- ◆ be worth 20 marks and will be split into five parts
- ◆ be designed to be accessible to all candidates in that it will not be specific to any particular activity
- ◆ have a central thread which links the parts of the question with relevant key concepts and analysis processes
- ◆ require candidates to draw on the practical experiences of their Course as the contexts for answers

In line with Course Grade Descriptions it is expected that in answering questions candidates will be able to demonstrate the ability to:

- ◆ provide, in terms of the main features, a description and explanation of personal performance
- ◆ make an appropriate analysis of performance using relevant knowledge and understanding
- ◆ apply knowledge and understanding to design, complete and monitor work that addresses identified needs
- ◆ complete an evaluation of the analysis and development process

PART 3

This part of the Course Assessment Specification provides guidance on how to use information gathered from Performance and the Question Paper in this Course to estimate candidate performance.

The Course assessment is based on two components, Performance and the Question Paper.

To estimate candidate performance, the raw mark for each component requires to be scaled in order to take account of the equal weightings of each component. The worked example below shows how this is completed.

Component	Raw Mark Range	Scaled Mark Range
Performance	0-40	0-50
Question Paper	0-60	0-50
Total Marks	0-100	0-100

In National Qualifications cut-off scores should be set at approximately 70% for Grade A and 50% for Grade C with Grade B falling midway.

For a total mark range of 0-100, the following gives an indication of the cut-off scores that may be applied.

Grade	Band	Mark Range
A	1	85-100
A	2	70-85
B	3	65-69
B	4	60-64
C	5	55-59
C	6	50-54
D	7	45-49
NA	8	40-44
NA	9	0-40

These cut-off scores may be lowered if the Question Paper component turns out to be more demanding or raised if less demanding.

Worked example

- ◆ A candidate is awarded 18/20 marks for his Badminton performance and 15/20 marks for his Basketball performance giving him a total Performance mark of 33/40.
- ◆ This Performance mark is then scaled by dividing the Raw Mark (RM) of 33 by 4 and then multiplying the answer by 5 to give a Scaled Mark (SM) of 41 out of 50 ie $SM = (RM \div 4) \times 5$.

- ◆ In the centre's own prelim the candidate scored 32/60.
- ◆ This prelim mark is then also scaled by dividing the Raw Mark (RM) of 32 by 6 and then multiplying the answer by 5 to give a Scaled Mark (SM) of 27 out of 50 ie $SM=(RM\div 6)\times 5$.
- ◆ The candidate has a Course estimate mark of 41 plus 27 that is 68.
- ◆ The centre's view was that the prelim had a similar demand level to the SQA Question Paper. Using the mark range a realistic estimate for the candidate was predicted to be band 3.

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Physical Education
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Specimen Question Paper
for use in and after 2005

Time: 2 hours

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Candidates should attempt **THREE** questions, **each** chosen from a **different section**.

SECTION 1—PERFORMANCE APPRECIATION

Marks

QUESTION 1

- (a) Choose **one** activity. Describe the **main features** that can be seen in a **quality performance** in this activity. 4
- (b) Describe features of **your** performance that reflect **your strengths** and **your development needs**. 4
- (c) Outline the **methods** you used to collect data about your performance strengths and your development needs. 4
- (d) Choose **one** of your **development needs**. What **knowledge** were you able to apply to plan training for this development need? 4
- (e) How successful was your training? What effect did it have on your performance? Describe your next immediate goal to further develop your performance in this activity. 4
- (20)

QUESTION 2

- (a) Choose **one** activity. During your course you will have collected data about **different** features of your **whole performance** in this activity.
- Explain the importance of the information your data provided for **two different** development needs. 4
- (b) Describe, briefly, the training you carried out to develop **each identified need**. 4
- (c) Describe **how** your training influenced your ability to meet the demands of **whole performance** in your chosen activity. 4
- (d) How did your **motivation** affect your training and your performance? 4
- (e) Explain the value of having a performance model or models. 4
- (20)

SECTION 2—PREPARATION OF THE BODY

Marks

QUESTION 3

(a) Choose **one** activity. Choose **two** of the following **types** of fitness:

- **physical fitness**
- **skill-related fitness**
- **mental fitness**

Explain why **one specific aspect** from **each** of your chosen types of fitness is needed for successful performance in this activity.

4

(b) For **one** of the **specific aspects** of fitness chosen in Part (a) outline the method used to gather data. Explain why this method was appropriate.

4

(c) Describe, briefly, the content of **one training session** where you focused on the **specific aspect of fitness** identified in Part (b) to develop your performance.

4

(d) Explain why the training you did was relevant.

4

(e) Describe **how** and explain **why** you adapted your training after a period of time.

4

(20)

QUESTION 4

(a) Choose **one** activity. Describe the **most important** fitness requirements you need to meet the demands of performance in this activity.

4

(b) Describe **how** you trained to develop the important fitness requirements described in Part (a).

4

(c) Use your knowledge and understanding to explain the principles that are essential for **progressive** fitness training.

4

(d) Explain how you checked to see if your training was being effective.

4

(e) Describe **one** short-term fitness training goal and explain how it **linked** to a whole performance goal.

4

(20)

SECTION 3—SKILLS AND TECHNIQUES

Marks

QUESTION 5

- (a) Choose **an** activity. Choose **one** skill or technique. Describe a skills or technique development programme you have used. 4
- (b) Explain the importance of **one** of the following in relation to the training programme described in Part (a).
motivation concentration feedback 4
- (c) Describe the **effects** your training had on your **whole performance**. 4
- (d) What information would you now need to collect to further improve your whole performance? 4
- (e) What methods would you use to collect this information? 4
- (20)

QUESTION 6

- (a) Choose **one** activity. Describe, in detail, a skill or technique which is a strength in your performance. 4
- (b) Explain the effect this skill or technique had on your whole performance. 4
- (c) Knowledge and understanding of the stages of learning would have influenced your programme.
Explain how you used this knowledge in developing the skill or technique described in Part (a). 4
- (d) Describe **one** session where you used a specific practice appropriate to the stage of learning described in Part (c). 4
- (e) Choose **two** principles of effective practice.
How did you apply these principles in the development of the skill or technique selected in Part (a)? 4
- (20)

SECTION 4—STRUCTURES, STRATEGIES AND COMPOSITION

Marks

QUESTION 7

- (a) Choose **one** activity. Describe a structure, strategy or composition you have used in this activity. 4
- (b) Explain **why** this structure, strategy or composition was your most suitable option. 4
- (c) Outline a situation where you had to change your choice of structure, strategy or composition. 4
- (d) What affect did this new structure, strategy or composition have on **your whole performance**? 4
- (e) Describe how you monitored the **effectiveness** of this change to your structure, strategy or composition. 4
- (20)

QUESTION 8

- (a) Choose **one** activity. Choose a structure, strategy or composition. Select **two** from the following:
- **use of space**
 - **timing**
 - **precision/accuracy**
 - **strengths and weaknesses**
 - **width/depth/mobility**
 - **repetition/variation**
 - **communication**
 - **linking**
- Explain the importance of **each** to your chosen structure, strategy or composition. 6
- (b) Describe the method(s) you used to analyse the effectiveness of your chosen structure, strategy or composition. 4
- (c) Explain why these method(s) were appropriate. 2
- (d) Describe the results of your analysis in terms of strengths and weaknesses and give examples. 4
- (e) Explain how you used this information to further develop your structure, strategy or composition. 4
- (20)

[END OF SPECIMEN QUESTION PAPER]

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Physical Education
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Specimen Marking Instructions
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Marking instructions

Question	Part	Key concept knowledge	Marking criteria
1	a)	<p>The overall nature and demands of quality performance</p> <p>Technical, physical, personal and special qualities of performance.</p>	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p> <p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing.</p>
	b)	<p>The overall nature and demands of quality performance.</p> <p>Technical, physical, personal and special qualities of performance.</p>	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p>
	c)	<p>Technical, physical, personal and special qualities of performance.</p> <p>The use of appropriate models of performance</p>	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p>

Question	Part	Key concept knowledge	Marking criteria
1 (cont)	d)	Planning and managing personal performance improvement.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	e)	Planning and managing personal performance improvement.	<p>Monitor a programme of work</p> <p>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.</p> <p>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.</p> <p>Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p> <p>Review the analysis and development process</p> <p>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.</p> <p>Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.</p> <p>Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>

Question	Part	Key concept knowledge	Marking criteria
2	a)	<p>The overall nature and demands of quality performance</p> <p>Technical, physical, personal and special qualities of performance.</p> <p>Mental factors influencing performance</p>	<p>Explain performance in an activity</p> <p>Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance.</p> <p>Candidates should be awarded approximately half of the marks if they give an appropriate record, description or explanation of performance.</p> <p>Candidates should be awarded low marks if they give a limited record, description or explanation of performance.</p> <p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	<p>Planning and managing personal performance improvement.</p>	<p>Monitor a programme of work</p> <p>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.</p> <p>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.</p> <p>Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p>
	c)	<p>Planning and managing personal performance improvement.</p>	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>

Question	Part	Key concept knowledge	Marking criteria
2 (cont)	c) (cont)	Planning and managing personal performance improvement.	<p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>
	d)	Mental factors influencing performance	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	e)	The use of appropriate models of performance	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>

Question	Part	Key concept knowledge	Marking criteria
3	a)	Physical, skill-related and mental types of fitness	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	Fitness assessment in relation to personal performance and the demands of activities	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p> <p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	c)	Planning, implementing and monitoring training.	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>

Question	Part	Key concept knowledge	Marking criteria
3 (cont)	d)	Planning, implementing and monitoring training.	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p> <p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>
	e)	Principles and methods of training. Planning, implementing and monitoring training.	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p> <p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>

Question	Part	Key concept knowledge	Marking criteria
4	a)	Application of different types of fitness in the development of activity specific performance	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p> <p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	Planning, implementing and monitoring training.	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p> <p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p>

Question	Part	Key concept knowledge	Marking criteria
4 (cont)	c)	Principles and methods of training	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	d)	Planning, implementing and monitoring training.	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p> <p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>
	e)	Planning, implementing and monitoring training.	<p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>

Question	Part	Key concept knowledge	Marking criteria
5	a)	The development of skill and the refinement of technique	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	The development of skill and the refinement of technique	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	c)	The concept of skill and skilled performance	<p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>
	d)	Skill / technique improvement through mechanical analysis or movement analysis or consideration of quality	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p> <p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>

Question	Part	Key concept knowledge	Marking criteria
5 (cont)	e)	Skill / technique improvement through mechanical analysis or movement analysis or consideration of quality	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded half of the marks 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.</p>

Question	Part	Key concept knowledge	Marking criteria
6	a)	The concept of skill and skilled performance	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p>
	b)	The concept of skill and skilled performance	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	c)	The development of skill and the refinement of technique	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	d)	The development of skill and the refinement of technique	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p>
	e)	The development of skill and the refinement of technique	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>

Question	Part	Key concept knowledge	Marking criteria
7	a)	The structures, strategies and/or compositional elements that are fundamental to activities	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	The structures, strategies and/or compositional elements that are fundamental to activities	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	c)	Information processing, problem-solving and decision-making when working to develop and improve performance	<p>Review the analysis and development process Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded approximately half of the marks available if the review contains an appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance. Candidates should be awarded low marks if the review contains a limited description of the effectiveness of analysis and development work undertaken and its effects on performance.</p>
	d)	Information processing, problem-solving and decision-making when working to develop and improve performance	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p>
	e)	Information processing, problem-solving and decision-making when working to develop and improve performance	<p>Monitor a programme of work Candidates should be awarded high marks if they give clear and appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded approximately half of the marks available if they give appropriate suggestions about programmes of work that are likely to lead to performance development. Candidates should be awarded low marks if their suggestions about programmes of work are limited and unlikely to lead to performance development.</p>

Question	Part	Key concept knowledge	Marking criteria
8	a)	<p>Identification of strengths and weaknesses in performance in terms of:</p> <ul style="list-style-type: none"> • roles and relationships formations • tactical or design elements • choreography and composition 	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	b)	<p>Information processing, problem-solving and decision-making when working to develop and improve performance</p>	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p>
	c)	<p>Information processing, problem-solving and decision-making when working to develop and improve performance</p>	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.</p>
	d)	<p>Identification of strengths and weaknesses in performance in terms of:</p> <ul style="list-style-type: none"> • roles and relationships formations • tactical or design elements • choreography and composition 	<p>Explain performance in an activity Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance. Candidates should be awarded approximately half of the marks 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.</p>
	e)	<p>Information processing, problem-solving and decision-making when working to develop and improve performance</p>	<p>Use knowledge and understanding to analyse performance Candidates should be awarded high marks if they have a clear and appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded approximately half of the marks available if they give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance. Candidates should be awarded low marks if they show a limited understanding of relevant key concept knowledge and its application when analysing and developing.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]