

C205/SQP223

Physical Education
Higher

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Physical Education Higher

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 assessment.
- ◆ 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.
- ◆ 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 in each activity to:
 - demonstrate a broad performance repertoire
 - select and combine skills to perform with control and fluency within contexts that offer a variety of options
- ◆ For each candidate, a total Performance mark out of 40 requires to be submitted to SQA to contribute to the total mark for the Course.

PART 2

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

The Question Paper:

- ◆ has a mark allocation of 60 and a time allocation of 2 hours 30 minutes
- ◆ 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. Within each section there are two questions

Each question will:

- ◆ be worth 20 marks and will be split into four 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:

- ◆ describe, record and clearly explain features of personal performance
- ◆ use a range of relevant concepts and knowledge to analyse performance
- ◆ apply knowledge and understanding when discussing the design, completion and monitoring of programmes of work that are likely to lead to performance development
- ◆ 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.

Component	Mark Range
Performance	0-40
Question Paper	0-60
Total Marks	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 which 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 the Question Paper is 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 Performance mark of 33/40.
- ◆ In the centre's own prelim the candidate scored 32/60, giving the candidate a total mark of 65/100.
- ◆ The centre's view was that the prelim was slightly less demanding than the SQA Question Paper may be.
- ◆ Using the mark range, a realistic estimate for the candidate was predicted to be band 4 rather than band 3.

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Time: 2 hours 30 mins

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Specimen Question Paper
for use in and after 2005

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

SECTION 1: PERFORMANCE APPRECIATION

Marks

Question 1

Choose **one** activity.

- (a) Discuss, both, the **challenges** of this activity for you and the **qualities** you identified as your strengths and development needs. **6**
- (b) Choose **one** of the **qualities** discussed in Part (a) that was identified as a **development need**.
Describe the extent of the development need and exactly how it was identified. **4**
- (c) **Awareness of performance weaknesses can be distracting during performance.**
Discuss this statement with reference to the management of your performance and with reference to how model performers manage these situations. **6**
- (d) Discuss how you can plan and manage your performance improvement in the short and/or longer term. **4**
- (20)**

Question 2

Choose **one** activity.

- (a) During your course you will have gathered data about **different aspects** of your **whole performance** in this activity. Discuss the significance of the information your data generated for **two** different aspects of your performance. **6**
- (b) Discuss how you used this information to develop a training programme to meet your identified training needs. For **each** aspect of your performance give specific examples of what you did. **6**
- (c) Describe how you managed your training **over a period of time** and explain any **changes** you made to your programme. **4**
- (d) Describe **how** your training influenced your ability to meet the **demands** of performance in your chosen activity. **4**
- (20)**

SECTION 2: PREPARATION OF THE BODY

Marks

Question 3

Choose **an** activity.

- (a) Describe the **methods** you used to assess your fitness to meet the demands of performance in this activity. 4
- (b) Use your knowledge and understanding to explain the **principles** that underpin **progressive fitness training**. 4
- (c) Discuss **one method** of training you used and the **advantages** it offered for developing a **specific type** of fitness for performance in this activity. 6
- (d) Discuss how you applied the principles of training identified in Part (b) in planning and carrying out the training method you used. Support your discussion with specific examples from your training programme. 6
- (20)

Question 4

Choose **an** activity.

- (a) Use your knowledge and understanding to discuss why **one aspect of each** of the following **types of fitness** is needed for successful performance in the chosen activity. 6
- **physical fitness**
 - **skill-related fitness**
 - **mental fitness**
- (b) Choose **one** of the **aspects** of fitness you identified in Part (a). Discuss your knowledge of **fitness assessment methods** in relation to this aspect of fitness and the information different methods can provide. 4
- (c) Describe, in detail, the content of a **training programme** where you focused on the **aspect of fitness** identified in Part (b) to develop your performance. 6
- (d) Choose **one** of the other **aspects of fitness** you identified in Part (a). For this aspect discuss your future training needs to further develop your performance. 4
- (20)

SECTION 3: SKILLS AND TECHNIQUES

Marks

Question 5

Choose **one** activity.

- (a) Describe some of the features of performance that can be identified at each of the **stages of skill learning**. Give specific examples from the chosen activity. 6
 - (b) Select a skill or technique from your activity. Give a **detailed analysis** of the features of **your** performance that clearly mark out your **current** stage of learning. 4
 - (c) When developing this skill or technique discuss how you used your knowledge of skill learning to design an appropriate programme of work. Give specific details of the programme you used. 6
 - (d) Describe how you evaluated the effectiveness of the programme you used. 4
- (20)**

Question 6

- (a) Explain, in detail, what you understand about **information processing** and its relevance to learning and developing skill or refining technique. 6
 - (b) Select a complex skill or technique from an activity of your choice. When developing **or** refining **or** applying this skill or technique, discuss the **range of information** you had to process to ensure your performance improved. 4
 - (c) Describe, in detail, the **methods of practice** you used to improve your ability in the chosen skill or technique with a view to improving your whole performance. 6
 - (d) Describe, in detail, how you monitored your progress during practice. Explain what you did to ensure your progress was continuous. 4
- (20)**

SECTION 4: STRUCTURES, STRATEGIES AND COMPOSITION

Marks

Question 7

- (a) Choose an activity and a structure, strategy or composition you have used. Describe how you **planned your practice** of this structure, strategy or composition to ensure you were prepared to **apply and adapt** it as performance circumstances required. 6
- (b) When using this structure, strategy or composition describe how your strength(s) and weakness(es) influenced your practice and performance. 4
- (c) Discuss how you **adapted your performance** in this structure, strategy or composition to reduce the effect of your weakness(es). Explain, in detail, the adaptations you made to minimize identified weakness(es). 6
- (d) As a result of the adaptations you made, describe how you evaluated the effectiveness of the performance. Identify **one** future development need within this structure, strategy or composition. 4
- (20)**

Question 8

- (a) Describe, in detail, a structure, strategy or composition that you would usually select as your **first choice**. Explain why you would select this structure, strategy or composition in preference to any other. 6
- (b) Discuss the importance of developing **alternative** structures, strategies or compositions when practicing to meet **less predictable** performance demands. 6
- (c) **During the application of a structure, strategy or composition focusing your attention on relevant information can ensure that effective decisions are made.**
- With reference to the role you played **or** a performance you planned give examples of **two pieces of information** you would look for to help inform your decision making. 4
- (d) Discuss how you would organise your future training to ensure you had **opportunities to practice decision-making** when applying structures, strategies or compositions. 4
- (20)**

[END OF SPECIMEN QUESTION PAPER]

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Specimen Marking Instructions
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Marking instructions

Question	Part	Key concept knowledge	Marking criteria
1	a)	The overall nature and demands of quality performance Technical, physical, personal and special qualities of performance.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	Technical, physical, personal and special qualities of performance.	<p>Analyse a performance in an activity</p> <p>Candidates should be awarded high marks if they give a clear and detailed record, description or explanation of performance.</p> <p>Candidates should be awarded approximately half of the marks available if they give a satisfactory record, description or explanation of performance.</p> <p>Candidates should be awarded low marks if their record, description or explanation of performance is limited in scope and/or unsatisfactory in detail.</p>
	c)	Mental factors influencing performance The use of appropriate models of performance Planning and managing personal performance improvement.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	d)	Planning and managing personal performance improvement.	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</p>

Question	Part	Key concept knowledge	Marking criteria
2	a)	Technical, physical, personal and special qualities of performance.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	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 detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>
	c)	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 detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>
	d)	The overall nature and demands of quality performance.	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</p>

Question	Part	Key concept knowledge	Marking criteria
3	a)	Fitness assessment in relation to personal performance and the demands of activities.	<p>Analyse a performance in an activity</p> <p>Candidates should be awarded high marks if they give a clear and detailed record, description or explanation of performance. Candidates should be awarded approximately half of the marks available if they give a satisfactory record, description or explanation of performance.</p> <p>Candidates should be awarded low marks if their record, description or explanation of performance is limited in scope and/or unsatisfactory in detail.</p>
	b)	Principles and methods of training.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	c)	Principles and methods of training.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	d)	Principles and methods of training Planning, implementing and monitoring training.	<p>Monitor a programme of work</p> <p>Candidates should be awarded high marks if they give clear and detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>

Question	Part	Key concept knowledge	Marking criteria
4	a)	Physical, skill-related and mental types of fitness.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	Fitness assessment in relation to personal performance and the demands of activities.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	c)	Principles and methods of training.	<p>Monitor a programme of work</p> <p>Candidates should be awarded high marks if they give clear and detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>
	d)	Planning, implementing and monitoring training.	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</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</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.	<p>Analyse a performance in an activity</p> <p>Candidates should be awarded high marks if they give a clear and detailed record, description or explanation of performance.</p> <p>Candidates should be awarded approximately half of the marks available if they give a satisfactory record, description or explanation of performance.</p> <p>Candidates should be awarded low marks if their record, description or explanation of performance are limited in scope and/or unsatisfactory in detail.</p>
	c)	The development of skill and the refinement of technique.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	d)	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</p>

Question	Part	Key concept knowledge	Marking criteria
6	a)	The concept of skill and skilled performance.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	The concept of skill and skilled performance.	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	c)	The development of skill and the refinement of technique.	<p>Monitor a programme of work</p> <p>Candidates should be awarded high marks if they give clear and detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>
	d)	The development of skill and the refinement of technique.	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</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</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	<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>Analyse a performance in an activity</p> <p>Candidates should be awarded high marks if they give a clear and detailed record, description or explanation of performance.</p> <p>Candidates should be awarded approximately half of the marks available if they give a satisfactory record, description or explanation of performance.</p> <p>Candidates should be awarded low marks if their record, description or explanation of performance are limited in scope and/or unsatisfactory in detail.</p>
	c)	<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>Information processing, problem-solving and decision-making when working to develop and improve performance.</p>	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</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>Information processing, problem-solving and decision-making when working to develop and improve performance.</p>	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</p>

Question	Part	Key concept knowledge	Marking criteria
8	a)	<p>The structures, strategies and/or compositional elements that are fundamental to activities.</p>	<p>Use knowledge and understanding to analyse performance</p> <p>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.</p> <p>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.</p> <p>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.</p>
	b)	<p>The structures, strategies and/or compositional elements that are fundamental to activities.</p> <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</p> <p>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.</p> <p>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.</p> <p>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.</p>
	c)	<p>Information processing, problem-solving and decision-making when working to develop and improve performance.</p>	<p>Evaluate the analysis and development process</p> <p>Candidates should be awarded high marks if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.</p> <p>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.</p> <p>Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.</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>Information processing, problem-solving and decision-making when working to develop and improve performance.</p>	<p>Monitor a programme of work</p> <p>Candidates should be awarded high marks if they give clear and detailed 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 satisfactory 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 in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

