



2013 Physical Education

Higher

Finalised Marking Instructions

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Part One: General Marking Principles for Physical Education Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: Physical Education Higher

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Introduction

1. In the Higher level Course examination candidates will have answered from the perspective of their experiences in a wide variety of activities. To produce an activity specific marking scheme would result in an enormous document which would be extremely cumbersome and time-consuming to use and which could never realistically cover all possibilities.
2. Physical Education teachers have experience in coping with the varying experience of candidates when applying criteria, for example in the assessment of performance within Higher Level Physical Education. Drawing upon this experience, the marking scheme for the Question Paper is also based on assessment criteria.
3. In arriving at the assessment criteria for the Question Paper, descriptions of levels of competence for the awarding of marks (Appendix 1) have been devised for Higher Level. Please note, Appendix 1 comprises generic instructions.

Marking the Scripts

1. Markers should refer closely to Appendices 1 and 2 and thereafter use their professional judgement to award marks to the various parts of each question. It must be stressed that the guidance given in Appendix 2 is not prescriptive and markers should give credit to candidates who make relevant use of other competencies, as defined in the assessment criteria, in their answers. Markers are encouraged to make use of the full range of marks available, including zero.
2. Consideration must be given to the whole answer. Markers should read the whole of each question twice before attempting to award marks.
3. Markers should be selective in their use of ticks. Ticks should be used to indicate where a candidate has demonstrated competency as defined in the assessment criteria. The number of ticks entered will **not** necessarily equate with the number of marks awarded for each part of a question.

Markers should be aware that the purpose of ticks is to indicate to the Examining Team at a later date where credit has been given.

4. Markers may come across a candidate who has not indicated clearly which part of a question he/she is responding to. In such cases, markers should exercise discretion and continue to mark the script as best they can indicating in the left-hand margin the part of the question which is being marked.

Where markers remain concerned about their interpretation of the candidates' intentions, the script should be drawn to the attention of the Principal Assessor in the manner indicated in the general instructions.

5. Marks may not be deducted for poor spelling or writing that is difficult to read. Scripts should be marked against the criteria as far as possible. In extreme cases, however, where markers are unable to proceed, the script should be drawn to the attention of the Principal Assessor.
6. Marks awarded for each part of each question should be entered in the right-hand margin where the candidates answer to that part of the question is considered to have ended. Marks thus entered should **not** be underlined or circled and **under no circumstances** should marks be totalled for each question. This will only serve to cause confusion when scripts are being checked by the Examining Team at a later date.
7. Marks awarded for each part of each question should be transferred to the grid headed 'Questions Attempted' at the back of the answer book. When all of the marks have been entered here, they should then be totalled and entered in the box on the front of the answer book.

Marking criteria (Appendix 1)

This Appendix outlines for markers the main Outcomes which candidates should be demonstrating in their answers. In some cases more than one Outcome can be assessed in a part of a question. The Outcomes assessed and key concept addressed are outlined in the question paper next to each part of the question.

The marking criteria for each of the Outcomes are detailed below. In applying these criteria markers are directed to:

use the appropriate marking criteria together with their professional judgement to award marks to the various parts of each question.

Outcome 1 – Analyse a performance in an activity

Candidates should be awarded **high marks** if they give a clear and detailed record, description or explanation of a performance.

Candidates should be awarded approximately **half of the marks** available if they give a satisfactory record, description or explanation of performance.

Candidates should be awarded **low marks** if their record, description or explanation of performance are limited in scope and/or unsatisfactory in detail.

Outcome 2 – Use knowledge and understanding to analyse performance

Candidates should be awarded **high marks** if they demonstrate a clear and detailed understanding of relevant key concept knowledge and its application when analysing and developing performance.

Candidates should be awarded approximately **half of the marks** available if they demonstrate an understanding of relevant key concept knowledge and its application when analysing and developing performance.

Candidates should be awarded **low marks** if their understanding of relevant key concept knowledge and its application when analysing and developing performance is limited in scope and/or unsatisfactory in detail.

Outcome 3 – Monitor a programme of work

Candidates should be awarded **high marks** if they give clear and detailed suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded approximately **half of the marks** available if they give satisfactory suggestions about programmes of work that are likely to lead to performance development.

Candidates should be awarded **low marks** if their suggestions about programmes of work are limited in scope and/or unsatisfactory in detail and are unlikely to lead to performance development.

Outcome 4 – Evaluate the analysis and development process

Candidates should be awarded **high marks** if their evaluations include a detailed discussion of the effectiveness of analysis and development work undertaken.

Candidates should be awarded approximately **half of the marks** available if their evaluations include some discussion of the effectiveness of analysis and development work undertaken.

Candidates should be awarded **low marks** if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken.

Part Two: Marking Instructions for each Question

Candidates are likely to refer to some/most of the following in their responses

Area 1: Performance Appreciation

Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	<p>Choose an activity.</p> <p>Describe in detail the nature and demands of a quality performance in this activity.</p> <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 system in application. Codes of conduct.</p> <p><u>Demands:</u> Technical, Physical, Mental and Special. Candidates may demonstrate acquired Knowledge and Understanding across all related demands or focus on one more comprehensively. Similarly, candidates may demonstrate acquired Knowledge and Understanding in respect of the unique game/event demands or emphasise the demands unique to the role/solo/duo performance relative to the activity selected.</p> <p><u>Special Performance Qualities</u> The responses will be wide ranging and relevant to the activity selected. Candidates may demonstrate acquired Knowledge and Understanding in respect of the specific role/solo related demands necessary for an effective performance.</p> <p>Reference to the application of a series of complex skills will impact on performance in competitive situations. For example, <i>In relation to role demands, ... as a central defender I am pushed to my limits in the later stages of the game... it is essential that I time my tackles or I will give away penalties... I need to control the ball artistically to wrong foot my opponent and get the ball out of danger areas... etc.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Answer should be taken holistically and appropriate marks awarded.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
1	a	<p>(Cont.)</p> <p>In relation to solo demands...<i>as a gymnast I know that my tumbling routine has many complex skills that need to be performed in a linked sequence... I need tremendous focus as often I will be pushing myself to the limits... etc... most importantly I need to add flair and fluency in my routine to attract the best marks from the judges... etc.</i></p> <p>Candidates who are elite performers may demonstrate acquired Knowledge and Understanding in respect of the application of strategy/composition at appropriate times to ensure an effective performance. Often this link is made in cognisance of Knowledge of Results and or Knowledge of Performance. For example, <i>reflecting on previous performances we knew to double mark their key player as this would... etc... by applying a man to man strategy immediately would tire them out and give us an advantage... etc... reflecting on my previous results I had to decide which solo piece to execute that would attract the best marks from the judges, etc...</i></p> <p><u>Consideration of activity challenges and qualities demanded</u></p> <p>The responses will be wide ranging and relevant to the activity selected. Candidates should demonstrate acquired Knowledge and Understanding in respect of the specific challenges of the activity selected and importantly demonstrate critical thinking by exemplifying the qualities required as a performer to meet the challenges highlighted.</p> <p>Reference to the type of activity may be evident to set the scene, for example, an individual/team activity, an indoor/outdoor activity, playing competitively or as leisure pursuit will help qualify the candidate's explanations. For example, <i>In relation to activity challenges, ... in squash the challenges I face are demanding... the aim of the game is to get to lead to 9 points over my opponent... a win = best out of three games... the challenges requires me to play the ball against at least one wall away from my opponent to gain points without obstructing my opponents route to the ball... The qualities I require are skill related - with high levels of agility and reaction time as I... etc I require high levels of mental skills to ensure I make tactical decisions, patience being crucial as I outmanoeuvre my opponent to take point advantage...</i></p>		

Question		Expected Answer/s	Max Mark	Additional Guidance
1	b	<p>Describe your whole performance in comparison to a model performance in this activity.</p> <p><u>Model performance comparison</u> A good response will include reference to the range and qualities that are evident in a model performer's repertoire. Reference may be made across the range of demands required in performance ie – technical, physical, skill and mental related. 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></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.
1	c	<p>Briefly outline a training programme you have undertaken to improve your performance. Discuss why it was necessary to consider both your strengths and development needs when devising this training programme.</p> <p>Organising of training Within the response examples could include: Knowledge of previously stated strengths and weaknesses. Setting of objectives/preparation for competitive event. Decisions taken as a result of the performance weaknesses/strengths reflective of appropriate training/development method(s) and or selected training regimes. Training considerations offered should reflect and offer examples based on the: complexity of identified weaknesses, stage of learning, complexity of stacks etc. Training considerations may include some or more of the following: training in/out of the activity/conditioning approach, integrated training.</p> <p>Programme of work must include identification and consideration of performance strengths as well as development needs. The training programme offered may reflect the development of a technical/skill related or fitness aspect of performance. For example, in badminton the aim could be to develop the drop shot (technical) whilst developing improved footwork (agility).</p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Marks should be awarded on a 2/4 split. 2 marks for the brief outline of training programme and 4 marks for the discussion about strengths and weaknesses.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
1	d	<p>The mental factors which influence performance are:</p> <ul style="list-style-type: none"> • aggression (controlled) • anxiety (state of arousal) • concentration • confidence. <p>Select two of these factors and explain their importance when performing.</p> <p><u>Mental factors</u> Candidates may demonstrate acquired Knowledge and Understanding by referencing the ability to manage emotions, deal with cognitive/somatic anxiety. Level of arousal – over or under arousal. Handling stress affected by self confidence, motivation/concentration etc.</p> <p><u>Positive and Negative influences of mental factors</u> A good response will highlight the potential effects that positive and negative mental factors have on performance.</p> <p>For example, a <i>positive influence</i> will impact upon performance by increasing state of mind/state of arousal and so enable the performer to produce sound levels of effectiveness/perform at maximum potential level/handle the pressure and remain calm/make appropriate decisions and enable appropriate actions in response to the immediate situation. There may be heightened awareness/confidence/early preparedness/few unforced errors/sustained performance standards and production of consistent application of skills to deal with the performance context. Reference may also be made to external factors such as crowd, level of competition and rewards.</p> <p>Conversely – a <i>negative influence</i> will impact performance in producing an ineffective/erratic/and unconfident performance. Other points raised may include apprehension/suffering cognitive and or somatic anxiety/the feeling of defeat before the event has begun etc.</p>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Marks should be allocated on a 2/2 split for each mental factor selected.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
1	d	<p>(Cont.)</p> <p>A link to other relevant factors may include; bad temper, nervousness/lack of commitment/committing fouls, over confidence/lacking confidence etc.</p> <p>The candidate should highlight the specific aspect of mental fitness, such as dealing with cognitive/somatic anxiety, managing emotions, level of arousal – over or under arousal. The selected factor must be relevant and the effect on performance justified. For example, <i>cognitive anxiety affected my self confidence, motivation/concentration prior to me starting my game... The very thought of going on court made me panic... I could not overcome my fear and so... etc.</i></p> <p>Accompanying the examples offered there should be sufficient depth and quality of explanation to exhibit applied Knowledge and Understanding in context.</p>		

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
2	a	<p>Choose an activity.</p> <ul style="list-style-type: none"> • Imagination • Flair • Disguise/deception • Creativity <p>Select one of the above special performance qualities and explain the importance of this when performing within your chosen activity.</p> <p><u>Special Qualities</u> In relation to the special performance quality selected, a detailed personal explanation should be offered. In this respect the candidate may elect to answer from the viewpoint of having a positive or negative effect on performance. Similarly the explanation could be offered via a synopsis of strengths and weaknesses OR strengths only OR a comparative synopsis via a model performer.</p> <p>Reference may be made to the ability to create opportunity, disguise intent, make performance look more dynamic, apply flair, had the ability to choreograph routines/link complex skills etc. For example in tennis <i>these special qualities helped me to fake my intent and so wrong foot my opponent... I used disguise to wrong foot my opponent who anticipated a smash and I instead played a dropshot. In trampolining my routine was exciting to watch and this helped me gain more points from the judges.</i></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Question		Expected Answer/s	Max Mark	Additional Guidance
2	b	<p>Explain why physical, personal and technical qualities are required for effective performance in your chosen activity.</p> <p><u>Physical, Personal and Technical Qualities:</u> In relation to any of the qualities selected a detailed personal explanation should be included in the candidate's response. In this respect the candidate may elect to answer from the viewpoint of having a positive or negative affect on performance. Similarly the description could be offered <i>via</i> a summary of S&W OR strengths only OR a comparative summary via a model performer.</p> <p>For example, should the candidate select:</p> <p><u>Physical:</u> Reference may be made to more than one aspect of fitness. To support KU the candidate must explain how the selected aspect of fitness affected performance. For example, <i>my high levels of CRE, Speed Endurance helped me maintain pace and track my opponents continuously... etc... my poor flexibility makes it difficult for me to...</i> Unlike a model performance my lack of power meant that, etc.</p> <p>And or</p> <p><u>Personal:</u> Reference may be made to qualities, for example, <i>height helped me to win rebounds consistently.</i> Other acceptable personal qualities such as being decisive/determined/confident/competitive etc, <i>put me at an advantage and intimidated my opponents, etc.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Answer should be taken holistically and appropriate marks awarded.</p>
2	c	<p>Describe in detail an integrated (combination) improvement programme that developed your performance.</p> <p>Integrated training The response should typically describe a combination from the following:</p> <p>Physical (preparation of the body) Technical (skills and techniques) Personal (motivation and personal goals) Special (achieving peak performance) Mental (rehearsal, imagery, visualisation) Strategic/compositional planning (structures, strategies and composition).</p> <p><i>For example... in badminton I wanted to develop the drop shot while improving my footwork (agility)... I trained in the activity using repetition drills to improve my drop shot... I also combined this with specific agility drills to improve my footwork.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
2	d	<p>Discuss the reasons why you would collect information on your performance before starting a programme of work.</p> <p><u>Importance of analysing and interpreting results for preparation and monitoring of training programmes</u> The responses will include the results arising from the information gathered and could include reference to specific demands for the activity or perhaps the role within the activity. For example reference could be made to the importance of analysing and interpretation of results. This allows the candidate to establish pre training fitness levels and what they need to work on making specific reference to their strengths and weaknesses in terms of fitness. It also provides a bench mark to work on. Specific and realistic targets can be set over a planned period of time. It also allows for the planning on a relevant training programme applying the principles of training. Knowledge of fitness levels before training allows comparison to be carried out with post training results. This also allows monitoring to take place to see if the selected training programme has been successfully managed and carried out.</p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Area 2: Preparation of the body

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
3	a	<p>Explain why each of the following principles of training are important when planning and implementing a training programme:</p> <ul style="list-style-type: none"> • specificity • progressive overload. <p><u>Principles of training – Specificity and Progressive Overload</u></p> <p>The answer must refer to both the principles of training. Most of the following points should be referred to:</p> <p>Specificity – to the demands of the activity/role within activity/person/performance/strengths and weaknesses/types and relevant aspects of fitness/types of training.</p> <p>Progressive overload – frequency/intensity/duration.</p> <p>The candidate does not have to answer this part of the question relative to a specific activity but candidates who do should be given the appropriate credit.</p> <p>You will probably have detail or description of how they were applied to programme and also explanation and justification why they were considered.</p> <p><i>For example I made sure the training was specific to the aspect of fitness/weakness identified... also to the demands of activity... I planned my programme to be specific to my anaerobic energy system because... by training the specific muscle groups required for effective performance I was able to... I trained 3 times per week with rest every other... allowed body to recover... applied overload after week 3... increased number of repetitions by 20 % for 10 to 12 so that I...</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Marks should be awarded on a 3/3 split for each principle.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
3	b	<p>Choose an activity.</p> <p>Select a physical related aspect of fitness which was a weakness. Explain the effect this had on your performance.</p> <p><u>Physical aspects of fitness</u> You would expect the candidate to select an aspect of physical fitness to show relevant Knowledge and Understanding to support the answer. The candidate may choose one aspect of physical fitness from the following list.</p> <p>Physical fitness – Aerobic-Anaerobic Endurance/Muscular Endurance/Flexibility/Speed/Strength/Power/Speed Endurance/Strength Endurance.</p> <p>The candidate must explain the effect the weakness had on performance to access the full range of marks. For Example – <i>in football poor levels of Cardio Respiratory Endurance prevented me from tracking back and helping my defence... as well as supporting the attackers... throughout the whole game... Having poor strength as a defender hindered me when I had to jump and challenge for high balls and crosses... and winning tackles against the opposition</i> <i>Low levels of speed restricted my ability to run quickly into spaces... giving me less time to make correct decisions...and giving me less time... under more pressure to execute crosses into the box.</i></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Question		Expected Answer/s	Max Mark	Additional Guidance
3	c	<p>Select a skill related aspect of fitness which was a weakness. Explain the effect this had on your performance.</p> <p><u>Skill related aspects of fitness</u> You would expect the candidate to select an aspect of skill related fitness to show relevant Knowledge and Understanding to support the answer. The candidate may choose one aspect of skill related fitness from the following list.</p> <p>Skill related fitness – Reaction time/Agility/Co-ordination/Balance/Timing/Movement anticipation.</p> <p>The candidate must explain the effect the weakness had on performance to access the full range of marks. For example <i>in badminton having poor agility prevents me from moving quickly... to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure... poor timing prevents me from connecting with the shuttle in the correct vplace and allowing me to execute the shot correctly... decreasing my chances of a successful outcome... Low levels of balance stop me from transferring my weight accurately... minimising my ability to execute... a range of techniques... with maximum power.</i></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Question		Expected Answer/s	Max Mark	Additional Guidance
3	d	<p>Describe in detail one training session you used to develop the physical or skill related aspect of fitness described in part (b) or (c).</p> <p><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></p> <p>The candidates responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected. Various methods of training could be chosen. Candidates must describe in detail one session Training could be within activity/out with/combination and involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/plyometrics</p> <p>For example When improving my aerobic endurance for swimming... <i>warm up of 8 lengths multi stroke... then main set... I used continuous training as I completed an 800m swim... I used interval training for swimming 6x50 metre swim with a minute rest between each set...then sub set... 6x50... 45 sec recovery. This was appropriate because it enables high intensity work combined with rest to allow me to train for a longer period of time and thus gaining greater benefits from training. This is an example where the candidate incorporates 2 types of training for 1 aspect of fitness.</i></p>	6	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
4	a	<p>Choose an activity.</p> <p>There are three types of fitness:</p> <ul style="list-style-type: none"> • physical • skill related • mental. <p>Select one aspect of fitness from each of the types of fitness. Explain why each aspect is important for effective performance in your chosen activity.</p> <p><u>Physical skill related and mental types of fitness</u></p> <p>The candidate should select one aspect within each type of fitness and 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 must make reference to 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 quality 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 my emotions and rehearsing my routine in my mind... I was able to execute the free throws successfully.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Marks are awarded on a 2/2/2 split. 2 for each aspect of fitness selected.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
4	b	<p>Select one of the aspects of fitness from part (a). Describe in detail a programme of work you used to develop this aspect.</p> <p><u>Appropriate methods of training to improve physical/skill related and mental fitness</u></p> <p>The candidates responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected. Various methods of training could be chosen. 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 For example <i>I used interval training to improve my CRE for swimming... session lasted 90 minutes... warm up of 8 lengths multi stroke... then some stroke development... then main set... 15x100 metre swim with a minute rest between each set... then sub set... 6x50... 45 sec recovery.</i></p> <p>When describing their training programme candidates should refer to the duration, frequency and intensity. If the candidate describes one session the maximum marks which could be allocated are 2 marks.</p>	6	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Question		Expected Answer/s	Max Mark	Additional Guidance
4	c	<p>During your training you will have had to make changes to your programme of work. Discuss why these changes were necessary.</p> <p>Adaption to training programme Candidates may make reference to the changes they have made however they should not be penalised if no reference is made to the changes. The response must refer as to why changes were made to the candidate's training programme. Reference could be made to the following: To provide qualitative or quantitative details of the effectiveness of training programme. To ensure progression and challenge while training and to ensure my fitness does not plateau. Consider changing intensity of training programme To ensure motivation stays high while training To make sure short term goals are achieved To prevent boredom and provide variety To return to training after injury or absence from training</p> <p><i>For example I applied overload after week 3 of my training programme... I did this by increasing the number of sets because I was finding my training too easy and knew I needed to keep forcing my body to adapt and get fitter... this prevented boredom and kept my motivation high.</i></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.
4	d	<p>Explain why it is important to monitor your progress when carrying out your programme of work.</p> <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 – allows for identification of future needs – 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>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Area 3: Skills and Techniques

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
5	a	<p>Choose an activity.</p> <p>Describe one method you used to collect information on your whole performance. Explain why this method was appropriate.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Description of method used must be offered; a diagram will often feature to support answer. Candidate's should justify the appropriateness of the method describes to enable either qualitative or quantitate details of performance progress.</p> <p>In context of the answer candidates should reference the 'process' ie HOW the data was collected. A narrative account of what was done and why should be obvious; thus demonstrating logical thinking. <i>Whole</i> performance skills/fitness/qualities may be gathered via reliable methods such as video, performance profiles, scatter gram, Match Analysis Schedule, etc. A good response must include reference to whole performance (initial data). To substantiate claims reference could be made to one of the following methods:</p> <ul style="list-style-type: none"> Movement Analysis (Observation checklist, Match Analysis sheet) Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. Questionnaire: Questions should be relevant to and have responses such as 'done well', 'needs improvement' or mark your performance on a graded scale. <p>For example: <i>By using video analysis with my general observation schedule I was able to see for myself all areas of my game... this meant I had an accurate picture of my performance which I could rewind and play over again to ensure my data collection was reliable.</i></p> </div> <p><i>This provides evidence to compare progress/targets/improvements... a permanent record, can be used time and time again, aids motivation, and ensures further challenge and progression, information can be gathered at the beginning/middle and end etc.</i></p>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide</p> <p>2 marks for description</p> <p>2 marks for the explanation</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
5	a	<p>(Cont.)</p> <p><i>If a candidate describes a method of data collection for a specific skill or technique then no marks should be awarded.</i></p>		
5	b	<p>Choose a skill or technique.</p> <p>Describe a different method you used to collect information on this skill or technique. Explain why this different method was appropriate.</p> <p>A different method of Data analysis must be chosen AND must relate to a specific skill or technique.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Reference could be made to one of the following methods:</p> <p>Preparation/Action/Recovery: Mechanical Analysis of force, levers, propulsion etc</p> <p>Consideration of Quality: reflecting on whether your skill or technique was controlled/ fluent or fast/slow?</p> <p>Scattergram – the outcome of every overhead clear is recorded on court diagram.</p> <p>Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame.</p> <p>Appropriate methods of data collection The response should focus on the appropriateness of the method described. Candidates must justify why the approach was appropriate. Reference should enable either qualitative or quantitative details of performance progress. <i>For example this provides evidence to compare progress/targets/improvements... a permanent record, can be used time and time again, aids motivation, and ensures further challenge and progress, information can be gathered at the beginning/middle and end etc. When using a video there is the opportunity to benefit from using the slow motion, pause facility to enable accurate observations.</i></p> </div>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>2 marks for the description</p> <p>2 marks for the explanation</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
5	c	<p>Discuss why you applied the principles of effective practice as you worked to develop your performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Principles of effective practice</u> The candidate's response should demonstrate sound KU about Principles of Effective Practice with exemplification of how and why these were applied. In this context both acquired and applied Knowledge is examined.</p> <p>The candidate will make reference to the following principles such as...practice needs to show progression to ensure targets were reached/enabled refinement/remediation/or minimized regression and were focussed on specific strengths and weaknesses, this would increase motivation, improve confidence. Consideration of work rest ratio to ensure fatigue did not negatively influence performance development may also be included...progression within practices and the need for...variety with programme of work.</p> <p>Some candidates may also refer to acronym SMARTER. Practices should be specific, measurable etc. Again they should be used to discuss why these were applied as part of the performance development process.</p> </div>	6	<div style="border: 1px solid black; padding: 5px;"> <p>A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i>.</p> </div>

Question	Expected Answer/s	Max Mark	Additional Guidance	
5	d	<p>Explain the importance of feedback, concentration and motivation when developing performance.</p> <p>The answer should focus on the performance development process. However, some candidates might make reference to performance developing within the whole performance context.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Motivation/Concentration/Feedback The candidate should give a detailed synopsis of how each factor impacted upon their <i>learning</i> and their <i>application</i> of skill/technique. Merit should be given according to depth/quality/relevance of explanations offered.</p> <p>NOTE – <i>It is likely that similar points may be referenced/exemplified in relation to discrete factor.</i></p> <p>Motivation: A good response will include details of being internally (intrinsic)/externally (extrinsic) motivated to learn/achieve success. Being motivated enables the performer to be self driven to listen to instruction and act on it, it helps the performer to be self determined/give of their best/come from behind/respond to immediate problems/competitive challenges/not worry if mistakes are made and re channel focus.</p> <p>Concentration: A good response will include details of the need to concentrate/focus on instruction/demonstration offered to ensure effective execution/application of skill or technique, promotes progression/adaptation of skill or technique, ensures bad habits are not formed/eradicated, enables the performer to perform their role and apply their skills appropriately, promotes the ability to read play/make effective decisions/adapt to the immediate situation etc.</p> <p>In the context of games, concentration enables the performer to stick to role related duties/application of structure/strategy/game plan etc.</p> <p>Feedback: A good response will include details of receiving internal (kinaesthetic), feedback to progress/refine skill or technique OR receiving/giving external feedback (visual/verbal/written), to progress/refine skill or technique of self or that of others.</p> <p>Feedback should be positive/immediate to promote confidence/success in manageable amounts and be focused on the area being developed.</p> </div>	6	<p>A good response should include some or most of the points as outline in the Relevant Content Guide.</p> <p>A 2/2/2 split must be applied.</p>

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
6	a	<p>Choose an activity.</p> <p>Describe the strengths you identified in your whole performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Analysis of strengths in whole performance</u> The quality of the analysis offered by the candidate should focus on the strengths within the whole performance context. There might be comparisons to that of a Model Performer <i>or</i> may reflect a statistical % of success rate when performing. Irrespective of the tact taken, the candidate must demonstrate critical thinking by offering a degree of authenticity in their analysis. Candidates may emphasise how their whole performance was affected. For example, <i>My accurate shooting meant that I... this in turn affected my confidence and execution of other skills... looking at my scattergram I had a high % of my shots landing...</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>in badminton my high serve was a strength in my performance as I could always land it in the back tram lines of the court...</i></p> </div> </div>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
6	b	<p>Choose a skill or technique.</p> <p>Describe the specific weakness(es) you identified within this skill or technique. Explain the effects of these weakness(es) on your performance.</p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Identification of weaknesses within a skill/technique</u></p> <p>The candidate should describe in some detail the specific weakness(es) identified within a skill or technique. They may compare their execution of the skill/technique to that of a Model Performer or may reflect a statistical % of success rate when performing.</p> <p>The candidates should refer specifically to the effects of weakness(es) while executing the skill or the impact of this weak skill on the whole performance or indeed BOTH.</p> <p>For example: <i>... looking at my smash which was a weakness... a poor preparation phase... meant that I was not behind the shuttle when hitting it... this caused me to lose power... and my opponent found it easy to return the shuttle. A link to other factors such as reduced confidence, affected other parts of game/performance may be evident.</i></p> </div>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>3 marks for the description</p> <p>3 marks for the explanation</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
6	c	<p>Justify the methods of practice you used to improve your weakness(es) in this skill or technique.</p> <p>Course of action The response should focus on the justification of the candidate's choice of methods of practice.</p> <p>The response must indicate details of the considerations/critical debate about the selection and appropriateness of the methods of practice/development programme followed. In this respect the candidates should be convincing in their argument about why one method was selected in preference to another ie the 'process' should be obvious and justified. The course of action followed should be detailed with reference to some of the following considerations: Stages of Learning Skill complexity Skill classification (open/closed) Model Performer Feedback Goal setting Methods of practice</p> <p>Methods of practice references may include actual description of the work carried out over a period of time <i>For example As I was at the cognitive stage – I used many shadow/repetition practices to ensure – etc. At the associative stage I used some shadow/repetition practices progressing to combination drills... etc. At the automatic stage of learning I knew to use more pressure/problem solving drills as these would challenge me more... etc. I found the skill very difficult so decided to use gradual build up as this would... etc. In weeks 1&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>	6	A good response should include some or most of the points as outlined in the Relevant Content Guide.

Question		Expected Answer/s	Max Mark	Additional Guidance
6	d	<p>Explain what you understand about:</p> <ul style="list-style-type: none"> • simple skills • complex skills. <p>Relevant description of simple and complex type of skill. The description should include details appropriate to the skills selected.</p> <p>Simple – requiring few sub routines, no element of danger = forward roll in gymnastics. Complex – many sub routines, with a number of different variables, element of danger = front somersault in gymnastics.</p> <p>Candidates may make reference to other types of skill classification such as:</p> <p>Open skills – generally more complex, dependant on different variables, externally paced eg a corner kick in football. Closed skills – generally less complex, internally paced, no clear beginning or ending, eg a drive in golf. Discrete – clear beginning and end, requiring fine motor skills. Serial – a complex, combination of discrete skills which are performed in sequence, produces a unique skill such as lay up in Basketball Continuous – generally more complex, no clear pattern of beginning or end such as swimming.</p> <p>However, candidates must always make the link back to simple and complex skills.</p>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>2/2 split</p>

Area 4: Structures, Strategies and Composition

Candidates are likely to refer to some/most of the following in their responses

Question		Expected Answer/s	Max Mark	Additional Guidance
7	a	<p>Choose an activity.</p> <p>Describe two structures, strategies or compositions that you have used in this activity.</p> <p>Select a relevant structure, strategy or composition</p> <p>The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well.</p> <p>These will include fast break/zones/1-3-1/horseshoe offence in basketball/man/man defence Football – 4-2-4/4-3-3/3-5-2 Badminton – front-back-side-side Gymnastics particular sequence – routine Tennis – serve-volley Volleyball – rotation Hockey – penalty corner</p> <p>For example, <i>in tennis I used a serve volley strategy – I would serve fast and hard to opponent – follow my serve – get into net and position quickly – use a volley to win point – from opponents return.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>A 3/3 split is applied.</p>
7	b	<p>Select one of the structures, strategies or compositions described in part (a).</p> <p>Describe the problem(s) you encountered when applying this structure, strategy or composition.</p> <p><u>Weaknesses effect on performance:</u></p> <p>The answers must include the problem faced when applying this SSC. Some candidates may answer by referring to the weakness(es) as a team or as an individual. They must show critical thinking by offering a degree of authenticity in their analysis and should make reference as to how their whole performance was affected.</p> <p>For example: <i>My backhand volley was poor - made most errors from this technique - usually went into net or out of court - lost many points - poor second serve - often too short - opponents exploit this leading to lost points - exploitation by opponent -passed on many occasions. Also a link to other factors such as reduced confidence, lack of fitness etc may be evident in the answers.</i></p>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
7	c	<p>Justify the programme of work you carried out to overcome the problem(s).</p> <p>Decisions taken to develop performance The response should focus on how the candidate justifies the course of action taken to develop their performance with regards to the problems identified in part (b) Response should show evidence of problem solving and decision making to make their performance more effective. For example.</p> <p>The candidates should give details of the programme of work used to develop performance within this S,S or C. For example in netball...the centre pass strategy was not effective because of ineffective dodging from the Wing Attack...we did some work on feinting without defenders...we gradually added passing...then passive defenders...then active defenders. This helped because our confidence increased as the WA became more effective in getting free to receive the first pass.</p> <p>No marks awarded where a candidate describes a change of SS or C.</p>	4	A good response should include some or most of the points as outline in the Relevant Content Guide.
7	d	<p>With particular reference to the programme of work you carried out, explain the impact this had on your whole performance. Describe briefly what you now consider to be your future development needs.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Responses must be linked to previous identified weakness(es). Observations should now illustrate the improvements which can be seen in the WHOLE performance. For example: <i>I can now see that the centre pass does not break down as the ball is passed to the wing attack near the side line because she is delaying her movement out to the side line, tricking her opponent into thinking she is going to receive the ball near the centre circle. Having practiced this without defenders helped... This means that a secure, safe pass is received and the goal attack is able to time her dodge to receive the next pass near the top of the shooting circle. As a result the strategy of using the WA to create a space to allow a penetrating pass through the middle of the court has been successful.</i></p> </div>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The answer must be linked to the outlined programme or work carried out.</p> <p>4 marks for explanation</p> <p>2 marks for description</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
7	d	<p>(Cont.)</p> <div style="border: 1px solid black; padding: 10px;"> <p><i>In our training we understood the importance of creating space so that in the game we were able to...</i></p> <p><i>This allowed our confidence to increase and we began playing with much more determination and our opponents found it difficult to mark us and anticipate what we were going to do next.</i></p> <p><i>Future Needs identified could include reference to adapting or changing the chosen SS or C in response.</i></p> </div>		

Candidates are likely to refer to some/most of the following in their responses

Question	Expected Answer/s	Max Mark	Additional Guidance
8 a	<p>Explain the importance of two of the features listed below when applying a structure, strategy or composition:</p> <ul style="list-style-type: none"> • being perceptive • making good decisions when under pressure • being creative • width/depth/mobility • using space • tempo/speed. <p>Structure and strategy fundamentals 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. <i>For example, 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... being perceptive enough to be aware of the placement of defence to try to score before the defence was organised properly.</i></p> <p>Structure and compositional fundamentals Design for, developing motifs, using repetition, variation and contrast, interpreting stimulus in developing performance, using space effectively, using creativity in performance. <i>For example, in dance I started with a simple step motif... took me forwards then back to starting position... then sideways... back to starting... I established this as a simple core motif... then I developed a second motif... this time a jumping pattern... then I began to mix and play with both core motifs... to add interest to my dance... gave my dance variety and quality and some movement contrasts.</i></p> <p>Speed in attack - for example the candidate may (in fast break in basketball) show importance of getting ahead of the ball and the opposition to score an easy lay up/unopposed shot or create overload.</p> <p>Width depth mobility - in any activity game area a team should successfully cover the width as well as length (depth) of area - also team should adapt and respond to change of either team SSTC or tactics of opposition.</p> <p>Importance of creativity - in gymnastics the types of actions/movements in a particular sequence/linking movements together allow sequence to flow - score more marks.</p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>2 features must be chosen.</p> <p>3/3 split</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
8	a	<p>(Cont.)</p> <p>Using repetition, variation and contrast in dance, similar to above in gymnastics, but using different levels varying the tempo of movements to create an interesting sequence.</p> <p>In all, the key is to explain the importance when applying to the 2 features to the selected SSTC.</p>		
8	b	<p>Choose an activity and a structure, strategy or composition.</p> <p>Describe your role within this structure, strategy or composition.</p> <div style="border: 1px solid black; padding: 10px;"> <p><u>Recognising the demands of individual roles during performance</u></p> <p>For example: <i>In basketball as a centre my role was to rebound the ball in offence ... shoot close to the basket... to link with forwards and guards in passing movements in and around key.</i></p> <p>The candidate should give details of the specific responsibilities a particular role demands. This can include, attacking, defensive responsibilities or, in a creative environment, decisions a performer might make during a performance to adjust positioning or even timing. The candidate may also describe a structure, strategy or composition they have performed within, but it is important that their ROLE within this is identified.</p> <p>The possible structure, strategy or composition might be: fast break/zones/1-3-1/horse shoe offence in basketball/man-man defence Football 4-2-4/4-3-3/3-5-2 Badminton front – back-side-side Gymnastic particular sequence – routine Volleyball – rotation Hockey penalty corner.</p> </div>	4	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p>

Question		Expected Answer/s	Max Mark	Additional Guidance
8	c	<p>Explain why this role makes best use of your performance strengths.</p> <p><u>Recognising the need to maximise strengths within a structure, strategy or composition</u> The strengths identified must relate to the role identified. For example: <i>In my role as a specialist setter in my volleyball team I had to be able to convert even poor passes into attacking opportunities for my spikers... My volleying is good and consistent and so this is an ideal position for me to play. I had to be able to make quick decisions about where the set was going in order to avoid the block or to give my spikers the opportunity to capitalise on spaces or weaknesses on my opponents' side of the net... I have quick reaction and know my team's preferences and so am able to quickly... I also had to be able to judge what type of set my spikers preferred.</i></p>	4	A good response should include some or most of the points as outlined in the Relevant Content Guide.
8	d	<p>Briefly describe an alternative structure, strategy or composition that you have used. Justify why you chose to use this other structure, strategy or composition.</p> <p>Structure, strategy or composition The response must focus on the description of a different SSCs. The candidate must describe the alternative Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well.</p> <p>The student must show evidence of the advantage of using this SSC. <i>For example...In comparison to the rotational setter system where everyone has to take responsibility for setting, the alternative specialist setter system has a setter who is skilled enough to give me the type of set I prefer to be able to perform an effective spike...she can play a good set from even a poor first pass...giving my team the chance of more attacking plays.</i></p>	6	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>2 marks for the description</p> <p>4 marks for justification</p>

[END OF MARKING INSTRUCTIONS]