



2014 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 candidate's 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

Area 1: Performance Appreciation

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response should focus on the personal and special demands of performance in the selected activity.</p> <p>If a candidate describes only one special or personal demand the maximum marks awarded can only be 3.</p> <p>Reference could be made to some of the following demands:</p> <ul style="list-style-type: none"> • Decision making • Strengths and weaknesses • Audience/spectators • Pressure • Type of events • Flair • Creativity • Improvisation • Charisma <p>For example, in badminton I am faced with decision making all the time I have to think about the type of shot to play in relation to my opponent the timing of the shot The technique to use.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response should focus on the technical or physical demands of performance in the selected activity.</p> <p>If a candidate describes only one demand the maximum marks awarded can only be 3.</p> <p>Reference could be made to some of the following demands:</p> <ul style="list-style-type: none"> • Fitness requirements, aspects or types of fitness • Types of skills/techniques required for activity • Attacking/defending skills • Footwork • Roles <p>For example, to perform well in badminton I need to have a wide repertoire of skills ... in order to perform with a high degree of accuracy ... good clears were vital to put my opponent to back of court ... it was important to have good footwork in order to reach the return from my opponent.</p> <p>In netball, I need agility to be able to dodge quickly away from my opponent to receive a pass from my team mate and also in defence to be able to react to my opponent's attempts to get free to receive a pass.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Model Performance</p> <p>The response may focus on the candidate's strengths and weaknesses in comparison to model performance.</p> <p>Reference could be made to a range of qualities:</p> <ul style="list-style-type: none"> • Technical • Physical • Personal • Special <p>For example, unlike a model performer I do not have a repertoire of skills to meet the technical demands ... I fail to execute my ... at the correct time and lack consistency, fluency. Unlike the model performer I look clumsy and lack economy of movement ... they make everything look 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.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<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 by a 3/3 split. If explanation full, 4 marks can be awarded.</p> <p>Course of action A good response will include adequate details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods and how this will bring about improvement more commensurate to model performer must be evident.</p> <p>For example, to make sure my lay-up shot was more like a model performer. At first I used many repetition drills in a closed environment to ensure I had no pressure ... etc. I then progressed to more open practice and used combination/conditioned drills to ensure refinement of shot, ie against opposition I was more efficient, accurate.</p> <p>A link to other relevant factors may include; whole part whole, gradual build up, problem solving contexts, technique classes, body conditioning etc. A good response may typically include other relevant factors to demonstrate knowledge and understanding such as, progression, feedback, target setting, work to rest considerations, stages of learning, complexity of technique being developed, factors affecting performance, principles of effective practice.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response should focus on the importance of managing emotions.</p> <p>For example, before my dance competition begins I need to ... stay calm ... forget about the audience ... concentrate on what I aim to do ... if I make a mistake during the routine ... I must remain focussed ... not get upset ... affect the rest of the routine ... making sure I walk off stage appropriately and remain composed.</p>	6	
2	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response should focus on the performance qualities selected.</p> <p>This question is a 2/2 split</p> <p>In rugby the timing of the jumper is crucial at a line out ... jump to catch the ball at its highest point ... to keep possession ... start an attack ... jump too early and you will make a mistake ... opposition could steal ball.</p> <p>In hockey the speed of the pass at a penalty corner is important ... the ball wants to be hit quickly ... to reach ... the person stopping ... allow the player to pass ... score a goal if too slow the opposition will close down quickly.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate's response should include full detail about how reliable information was gathered. Analytical thinking should be evident in the selection of the method to match the quality selected.</p> <p>Gathering data: Description of the method(s) used should be offered; a diagram will often feature to support answer. 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.</p> <p>NOTE 'face validity' of candidates' choice should be accepted in this instance. For example, whole performance skills/fitness/qualities may be gathered via reliable methods such as video, performance profiles, scattergrams, match analysis sheet, etc. Most likely, the process offered in the responses will examine Initial data collection then Focussed to value the identification of S&W.</p> <p>Crucially the link to other relevant factors may include: this information was then used to gain feedback, establish training/practice priorities.</p>	4	
2	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response should focus on the considerations when setting goals.</p> <p>For example, I took into account the length of my training programme ... my level of ability ... my strengths and weaknesses ... my fitness level ... or unrealistic ... not hard enough for me. Reference could be made to SMARTER.</p>	6	

Area 2: Preparation of the body

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Split answer – 2 marks allocated for each aspect of mental fitness.</p> <p>A good response should include some of the following:</p> <p>Mental fitness</p> <p>Full marks should be allocated where the candidate has clearly explained the importance of the aspects of mental fitness.</p> <p>For example; level of arousal – rehearsal – managing emotion – visualisation – motivation – determination – anxiety/managing stress/ concentration.</p> <p>For example, in basketball as the ball carrier... by managing my emotions I was able to handle the pressure my opponent was putting on me when closely marking ... I was able to make the correct decision and carry out the correct pass to my team mate successfully ... when I was also taking a free throw by managing my emotions and rehearsing my routine in my mind ... I was able to execute the free throw successfully.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>This question is a 2/2 split. 2 marks allocated for each aspect of skill-related fitness.</p> <p>A good response should include some of the following:</p> <p>Skill related fitness The candidate could choose from: Movement Anticipation, Balance, Reaction Time, Coordination, Agility and Timing. Full marks should be allocated where the candidate has clearly explained the importance of both aspects of skill related fitness. For example; Skill related fitness – for example in badminton having good agility will allow me quick movement ... to reach the shuttle or change direction if necessary and return the shuttle to put my opponent under pressure-also ... good timing will allow me to connect with the shuttle in the correct place and allow me to execute the shot correctly ... hopefully leading to a successful outcome.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>If a candidate describes and lists the principles of training, the maximum marks awarded can only be 3.</p> <p>Principles of training The response should show acquired knowledge of the principles of training considered when planning a fitness training programme. Reference should be made to the following:</p> <ul style="list-style-type: none"> • Specificity – activity, personal and aspect of fitness • Overload – frequency, intensity and duration • Progression • Rest and recovery • Reversibility • Adaptation • Tedium • Variation • Tapering <p>For example, I made sure the training was specific to the weakness identified ... also to the demands of the activity because ... I trained 3 times per week with rest every other day ... this allows my body to recover.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidates response should display both acquired and applied KU when discussing the appropriateness of the selected method of training.</p> <p>The mark allocation will be a 2/4 split.</p> <p>1 mark awarded for describing a session.</p> <p>2 marks awarded for description.</p> <p>4 marks awarded for discussion.</p> <p>Appropriate methods of training to improve physical/skill related and mental fitness The candidates response will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected. Various methods of training could be chosen and some candidates may choose one session or a block of time to describe what they did. Training could be within activity/out with/combo and involve some of the following methods: fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal.</p> <p>A good response should have good description of the form of training.</p> <p>Within the activity (conditioning): For example, in athletics for 800 metre running I did fartlek type training on the track ... did 8 laps ... jogged the straights and ran the bends ... done without stopping ... then did 6 short 60 metre sprints with a short 20 metre jog leading into each sprint made demand similar to end of actual race.</p>	6	

Question	Expected Answer(s)	Max Mark	Additional Guidance
3	(d)		
		<p>(Cont)</p> <p>Out with activity could include circuit training/weight training with description of what they did/sets/reps/types of exercise. For example, to improve my Cardio Respiratory Endurance for my role as a midfielder in hockey ... I trained out with activity ... carried out some circuit training ... doing high intensity work ... work rest ratio 1:3 ... doing a series of exercises ... step ups ... burpees ... continuous running ... 3 sets of exercises ... working on each for 45 seconds.</p> <p>Combination of both: continuous training in pool/weight training out of pool with appropriate description of each/involve some of the following methods fartlek/ continuous/ conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal. For example, in swimming I trained using a combination of training within activity and out with activity ... within I used interval training ... working on developing both anaerobic and aerobic fitness ... did warm up ... then stroke improvement ... main set 6×50 metre swim one minute recovery ... sub set 6×50 ... 45 secs recovery ... then warm down ... out with pool did a weight training circuit ... doing a series of exercises ... 3 sets of exercises ... also some work on stepping machines ... rowing machines ... to improve Cardio Respiratory Endurance.</p> <p>Discussion of the appropriateness of selected method</p> <p>Within activity: can involve specific movements and can develop skills as well as fitness – involve demands of the activity – can also simulate the pressure demands of a competitive situation – can also be fun and motivational.</p> <p>Out-with activity: can develop both general and specific muscle/fitness– easy to do – minimum of equipment needed.</p> <p>Combination: some of the above reasons but firmly explained why – variety in different methods – motivational – enjoyable.</p>	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate both acquired and applied KU in relation to each phase of training.</p> <p>Phases of training: You would expect the answers to offer some description of what they did in each phase and to explain what each particular stage means, giving specific examples of training covered and why each phase is different.</p> <p>For example in the preparation phase (preseason), candidates will refer to general fitness work being developed to build up endurance, whereas in the competition phase (during the season) they should explain why they are required to work on specific aspects of fitness/skills for competition. Fine tuning of skills and working on specific strategies would be apparent in this phase compared to the preseason where more general of working on skills would happen. In the transition phase (off season), you would expect responses to refer to the body recovering after competition and maintaining a general/reasonable level of fitness maybe by doing some alternative activities like swimming or cycling.</p> <p>Examples in: Preparation (preseason) could include general running/circuit training/particular drills Competition (during the season) could include a strength/fitness training program to improve a particular part of fitness which is vital in game or working on a particular penalty corner drill for hockey.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>(Cont)</p> <p>Transition (off season) could include swimming, cycling as an alternative activity and a basic circuit to keep your fitness ticking over Reasons for particular differences given between each stage should show relevant KU. For example the preparation phase (preseason) is about building up fitness in a general way whereas the competition phase (during the season) is about reaching a particular level and then looking at improving specific fitness.</p>		
4	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate's response should include detail from method(s) used within and outwith the activity. The mark allocation will be a 3/3 split for within and outwith the activity.</p> <p>If candidate describes only one method of assessing fitness – the maximum mark they can achieve is 3.</p> <p>Gathering data – The description of methods must be within the activity. A diagram may feature in the answer, for example, a time related observation schedule within football, showing information relevant to the particular aspect selected which was speed endurance/Cardio Respiratory Endurance. In the answer the candidate should make reference to the process as to how the information was gathered. A narrative account of what was done and why should be obvious showing logical thinking. Methods could include video/performance profiles/checklists/scattergrams/Preparation, Action, Recovery/stroke counts/breath counts/pulse counts/feedback – reliability and validity of method should be apparent.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>(Cont)</p> <p>Methods must come from outwith activity. For example, Standardised tests will also be described, these could include: Physical – 12 minute Cooper test, Sit and reach test, Harvard step test, Bleep test Skill related – Illinois agility test, ruler drop, alternative hand throw Mental – questionnaires or self evaluation tests, internal/external feedback.</p>		
4	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Candidates are expected to select one training session from their programme and give a description.</p> <p>The session described may be very specific to one aspect of fitness or be more general in nature.</p> <p>If the whole programme is described marks can only be awarded for the description of one session.</p> <p>The candidates responses will be wide ranging and depend on the choice of activity and the type or aspect of fitness selected.</p> <p>For example, I used interval training for swimming ... warm up of 8 lengths multi stroke ... then some stroke improvement ... then main set ... 6 x 50 metre swim with a minute rest between each set ... then sub set ... 6 x 50 ... 45 sec recovery. This was high intensity work combined with rest which allowed me to train for a longer period of time. This was a session to improve speed endurance.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The importance of monitoring and reviewing:</p> <p>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 –</p> <p>...enables changes to be made – ensure future targets/further challenges – promotes motivation – whether training method was appropriate – deciding if training was at correct intensity – whether short term or long term goals had been achieved.</p>	4	

Area 3: Skills and Techniques

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must include the following points to demonstrate acquired KU of Stages of Learning.</p> <p>Marks should be awarded on a 2/2/2 mark split.</p> <p>Stages of learning A good response will include specific reference and appropriate detail with detailed explanations relevant to the stage of learning described. Examples are often included to highlight their understanding in context; this may be generic or linked to a specific skill/technique.</p> <p>For example, at the cognitive stage a performer will be reliant on a lot of instruction/feedback. The performer is learning about the sub routines of the skill/technique. Success rate/effectiveness is not refined etc.</p> <p>At the associative stage, a performer will still be reliant on instruction/feedback but will be developing ability to self evaluate. The performer is more able to link the sub routines of the skill/technique; the execution of the skill is recognisable but the success rate/effectiveness is still not consistent or highly effective, etc.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>(Cont)</p> <p>At the automatic stage, a performer will be less reliant on instruction/feedback with an ability to self evaluate and identify weaknesses. The performer is able to link the sub routines of the skill/technique; the execution of the skill is recognisable with control and consistency etc.</p> <p>A link to other relevant factors may include: progressions possible from one stage to the next, model/skilled performer etc.</p>		
5	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The response must include details of the considerations/critical debate about the selection and appropriateness of the methods of practice/development programme followed. In this respect the candidate should be convincing in their argument about why one method was selected in preference to another ie the 'process' should be obvious and justified.</p> <p>For example, at the cognitive stage – many shadow/repetition practices were incorporated to ensure ... etc. At the associative stage some shadow/repetition practices progressing to combination drills, etc. At the automatic stage of learning more pressure/problem solving drills were used to advance and challenge learning and performance development.</p> <p>A link to other relevant factors may include; whole part, whole gradual build up, mass/distributed, closed/open contexts, etc.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate can select either</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Strengths and weaknesses <p>to access full marks</p> <p>Strengths and weaknesses The response must refer to the candidate's strengths and weaknesses when applying their selected skill or technique. References could be made to the following:</p> <p>Preparation, action, recovery of skill Execution of skill Consistency in application of skill Qualities – technical, physical and practical Effectiveness of skill Mechanical principles – balance, centre of gravity, levers Fluency, control Timing</p> <p>For example ... when performing the lay up in basketball, one of my weaknesses was the footwork ... when executing the skill I often took off the wrong foot ... this led to me being imbalanced ...</p>	4	

Question	Expected Answer(s)	Max Mark	Additional Guidance
5	<p data-bbox="212 253 260 297">(d)</p> <p data-bbox="355 253 970 353">A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p data-bbox="355 387 595 421">Course of action</p> <p data-bbox="355 421 962 488">The response should focus on the justification of the candidate's chosen course of action.</p> <p data-bbox="355 521 978 790">The response must indicate details of the considerations/critical debate about the selection and appropriateness of the materials 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.</p> <p data-bbox="355 824 978 925">The course of action followed should be detailed with reference to some of the following considerations:</p> <ul data-bbox="355 958 882 1216" style="list-style-type: none"> • Stages of Learning Skill complexity • Skill classification (open/closed) • Model • Performer • Feedback • Goal setting • Methods of practice <p data-bbox="355 1249 914 1350">Programme references may include actual description of the work carried out over a period of time.</p> <p data-bbox="355 1384 978 1854">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.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Features of a model performance The response must explain the advantages of considering a model performance.</p> <p>Reference may be made to the following: Range of qualities – technical, physical, special and personal Example of high quality performance – few unforced errors, good decision making under pressure Comparison to own performance – strengths and weaknesses Motivation Confidence Goal setting Visual picture</p> <p>For example, I used the Model to help me first of all get a picture in my mind's eye of what I was aiming to do ... this helped me set targets and stay motivated to work through my training programme.</p>	4	
6	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>3 marks for description. 3 marks for explanation.</p> <p>The response must give detailed description of the method of practice used with relevant explanation as to its appropriateness.</p> <p>The response offered will be wide ranging and will depend on the candidate's choice of skill/technique identified for development.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(b)	<p>(Cont)</p> <p>The response must include a description of an appropriate method of practice. These could include:</p> <ul style="list-style-type: none"> • Shadow practice • Opposed/unopposed practice • Gradual build up • Whole part whole • Drills • Repetition • Conditioned games • Small sided games <p>For example, in badminton I used conditioned games ... I played against an opponent where I could win an extra point if I won the rally by using the smash.</p> <p>The second response must indicate details of the considerations/critical debate about the selection and appropriateness of the methods of practice/development programme followed. In the respect the candidate should be convincing in their argument about why one method was selected in preference to another ie the 'process' should be obvious and justified.</p> <p>Reference could be made to some of the following considerations:</p> <ul style="list-style-type: none"> • Stages of learning • Skill complexity/skill classification • Current Ability level • Difficulty of practice <p>For example: The stages of learning ... As I was at the cognitive stage – I used many shadow/repetition practices to ensure that I was able to slow the movement down as I was wanting to get the foundations of the skill correct ... At the associative stage I used some shadow/repetition practices progressing to combination drills ... this made my work a bit more demanding and game like ... At the automatic stage of learning I knew to use more pressure/problem solving drills as these would challenge me more ... etc.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Whole performance development A good response will highlight the impact of skill/technique development to WHOLE performance development. For example a more consistent application/fewer errors/more points won, a positive benefit including greater confidence etc.</p>	4	
6	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>3 marks for each factor discussed.</p> <p>Motivation/Concentration/Feedback In this respect the candidate may give a detailed synopsis of how each factor selected impacted upon their learning and or their application of skill/technique. Merit should be given according to depth/quality/relevance of explanations offered.</p> <p>NOTE – it is likely that similar points may be referenced/exemplified in relation to discrete factor.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(d)	<p>(Cont)</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 off 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. 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/vestibular), to progress/refine skill or technique of self or that of others. Feedback should be positive/immediate to promote confidence/success.</p> <p>NOTE: A link to Stage of Learning, Model Performers may be made in reference to any of the above factors.</p>		

Area 4: Structures, Strategies and Composition

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate acquired KU in their description of a Structure, Strategies and Composition they have used.</p> <p>Structures, Strategies and Composition The candidate must describe in detail the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well. These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence Football – 4-2-4/4-3-3/3-5-2 Badminton – front-back-side-side Gymnastics – particular sequence-routine Volleyball – rotation Hockey – penalty corner Dance – a particular dance or routine used.</p>	4	
7	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate may answer either as an individual role or as part of a team/group performance.</p> <p>Recognising the need to maximise strengths within a structure, strategy or composition. The response should focus on how the candidate made best use of their strengths when applying their SSC.</p> <p>The answers may vary according to the Structure, Strategy or Composition selected.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(b)	<p>(Cont)</p> <p>The following factors may be apparent in answers – to use particular players with particular roles – strengths of these players – type of opposition – attack/defence being applied by my team or opposition – time restrictions in game – after a particular time or situation in activity – ground/weather conditions – prior or previous knowledge of opponent/s – previous results.</p> <p>For example: When playing basketball we used the three tallest players we had to form the rebound triangle in our zone defence so we could collect rebounds defensively when our opposition missed their shots at the basket.</p>		
7	(c)	<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 by a 2/4 split.</p> <p>The candidate must be able to describe the weakness(es) they had when applying SSC and demonstrate detailed discussion on the effect on their performance</p> <p>Weaknesses effect on performance: The answers must include their weakness(es). 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: 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.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate relevant critical thinking and decision making to explain how the effect of the weakness(es) were reduced.</p> <p>Weaknesses addressed: The responses offered will be wide ranging and will depend on the choice of SSC selected and the weakness(es) identified. The responses could be a description of the programme of work followed but this must be relevant to weakness mentioned.</p> <p>For example: for my backhand volley I carried out a skill development programme partner threw me a ball ... play a backhand volley ... gradually increased speed and distance ... added more pressure eventually to full speed ... then aim for targets on court ... two feeders drive me the ball from back of court ... alternate backhand/forehand volley ... serve to partner and get them to return to backhand side to play volley.</p> <p>Various methods of training/practice may be described – reference may be made to possible changes to SSC either as individuals or as part of a team ... a range of development programmes will be evident – the structure should be evident as well as the content – the SSC may be changed or adapted to overcome weakness(es) ... substitute player. Responses must show critical thinking and relevant decision making and should reduce the effect of weakness(es) on performance.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Candidates should give a description of the benefits of a structure, strategy or composition.</p>	4	
8	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>An attempt must be made to do more than describe the limitations of the second structure, strategy or composition. Rather an explanation of the impact on the whole performance as a result of the limitations must be provided.</p>	4	
8	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Candidates should show acquired KU as to why it is important to gather information on selected SSC. They should include some or more of the following.</p> <p>The split is 4/2 with the main emphasis on importance of gathering information.</p> <p>Information gathering Find out the strengths and weaknesses of your team/your role in team/of opposition – find out if your SSC is effective or requires change – to suit particular needs – to inform decisions about the future – able to plan a programme of practice to implement SSC more effectively.</p> <p>Examples should be given of the strengths and weaknesses identified.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate may answer either as an individual role or as part of a team/group performance.</p> <p>Decisions taken to develop performance The response should focus on how the candidate justified the course of action taken to develop their performance.</p> <p>Response should show evidence of problem solving and decision making to make their performance more effective. For example.</p> <p>The candidate may decide to alter/adapt within the structure, strategy or composition. For example in football we played a 4-4-2 formation ... we found when attacking all 4 players in midfield would be up the park ... supporting the forwards ... when the attack broke down the opposition often broke quickly ... our midfield were slow to get back ... our defence was under pressure ... we adapted the structure, strategy or composition by having one player ... holding in midfield in front of back four ... one midfield supporting strikers ... and two in middle to move back and forward as necessary ... this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly. Holding midfield was able to delay attack ... allows others to get back.</p> <p>The candidates may decide to follow a programme of work to develop their performance. 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.</p>	6	

[END OF MARKING INSTRUCTIONS]