

National Unit Specification: General Information

UNIT	Sporting Activity – Badminton (Intermediate 2)
NUMBER	D713 11
COURSE	This is a free standing unit that may be used as part of a Scottish Group Award or be associated with other programmes of study in schools, colleges of further education or other centres.

SUMMARY

On successful completion of this unit, the candidate will be able to perform skilfully at a recreational level, explain the role of different rules and procedures, complete a relevant short term fitness programme and analyse the requirements of skilful performance in the sporting activity.

OUTCOMES

- 1 Perform skilfully in the sporting activity at a recreational level.
- 2 Explain the role of different rules and procedures in the sporting activity.
- 3 Complete a relevant short term training programme for the sporting activity.
- 4 Analyse the requirements of skilful performance in the sporting activity.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would find it advantageous to have attained one or more of the following:

- D713 10 Sporting Activity – Badminton (Intermediate 1)
- a General level award in Standard Grade Physical Education
- a unit, units or course in Physical Education at Intermediate 1
- other relevant prior experience in physical education, including experience outwith certificated courses.

CREDIT VALUE

1 credit at Intermediate 2.

Administrative Information

Superclass:	MG
Publication date:	December 1998
Source:	Scottish Qualifications Authority
Version:	01

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CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National unit specification: statement of standards

UNIT Sporting Activity – Badminton (Intermediate 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Perform skilfully in the sporting activity at a recreational level.

Performance Criteria

- a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.
- b) Appropriate decisions during performance are made in contexts that relate to a recreational level.
- c) Appropriate movement patterns during performance at a recreational level are used.

Evidence Requirements

Evidence should be generated through candidates' active participation that satisfies the three performance criteria.

The tutor should record evidence of performance, for example through a marked checklist or brief explanatory comment.

The tutor should record for performance criterion (a) the essential elements that are required in a minimum of six relevant techniques.

The tutor should record for performance criteria (b) and (c), the decisions in context and movement patterns that are required at an recreational level.

OUTCOME 2

Explain the role of different rules and procedures in the sporting activity.

Performance Criteria

- a) Explain the purpose of the major rules that define performance in the sporting activity.
- b) Explain the purpose of the major procedures that define performance in the sporting activity.
- c) Explain the purpose of appropriate sporting behaviour in enhancing participation in the sporting activity.

Evidence Requirements

Oral or written evidence that explains the purpose of six major rules and procedures and three examples of sporting behaviour that enhances participation in the sporting activity.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

National unit specification: statement of standards (cont)

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OUTCOME 3

Complete a relevant short term training programme for the sporting activity.

Performance Criteria

- a) Relevant fitness factors are correctly chosen for the sporting activity.
- b) Appropriate training programmes for improving physical fitness in the sporting activity are described.
- c) Information is recorded about fitness development.
- d) A short term training programme is completed.
- e) The effects of the fitness programme on performance are discussed.

Evidence Requirements

Oral or written evidence that correctly shows how relevant physical fitness factors and an appropriate training programme were chosen for the sporting activity.

The tutor should record evidence of oral responses for performance criteria (a) and (b), for example through a marked checklist or brief explanatory comment.

For performance criterion (c) information is required to be recorded by candidates about their fitness development. This could be in the form of a training diary, video clips, computer data or a personal evaluation of fitness development. This should be confirmed by the tutor.

For performance criterion (d) candidates will be required to complete a minimum of three fitness sessions.

For performance criterion (e) the effectiveness of the short term training programme should be discussed. The analysis of the training programme should use the information collected in performance criterion (c) combined with the candidates' judgements about the training programme through completing the fitness sessions. The effectiveness of the short term training programme as part of a longer term programme should be discussed.

The tutor should record evidence of performance for performance criteria (d) and (e), for example through a marked checklist or brief explanatory comment.

OUTCOME 4

Analyse the requirements of skilful performance in the sporting activity.

Performance Criteria

- a) Key features of skilful performance are correctly explained for the sporting activity.
- b) Suggestions for improving the key features of skilful performance are accurate for the sporting activity.

National unit specification: statement of standards (cont)

UNIT Sporting Activity – Badminton (Intermediate 2)

Evidence Requirements

Oral or written evidence that correctly explains the key features of skilful performance in the sporting activity and suggestions for improving them. These keys features should be used for suggesting improvements to performance.

The tutor should record evidence of oral responses, for example through a marked checklist or brief explanatory comment.

National unit specification: support notes

UNIT Sporting Activity – Badminton (Intermediate 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Candidates will develop their performance at a recreational level in a single activity. Consideration should be given to candidates' interest, motivation and expertise and the centre's available facilities and resources. The development of performance and applying the principal rules of the activity should take place in practical contexts. Likewise the specific value of different fitness factors and techniques within the selected activity should take place in practical contexts.

This unit refers to the term 'skill' as being able to be performed or applied. Techniques are demonstrated within skilful performance contexts. Hence in outcome 1 the term used is 'perform skilfully' whilst the performance criterion refers to 'techniques appropriate to a recreational level'.

The term 'recreational' is used to refer to candidates who are further developing their performance within a sporting activity and who are able to perform with greater overall consistency.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Candidates should learn in familiar contexts which provide opportunities to work individually, with a partner and in groups when practising techniques that are relevant to developing skill at a recreational level. Candidates should be provided with accurate and appropriate feedback that is relevant to their development. Regular practice opportunities should be provided in order to develop technique and improve performance standards.

The tutor should involve candidates in a range of practical contexts that are relevant to developing an activity specific understanding of developing performance and applying rules correctly when performing. These practical contexts should also be relevant for explaining key aspects of fitness and the nature of the techniques required for developing skill at a recreational level. A variety of methods for recording information about performance should be included by the tutor in the practical opportunities offered to candidates.

The nature and demands of the training programme will vary in accordance with different activities. A minimum of three fitness sessions is stated in outcome 3 in order to allow the effects of the fitness programme on performance to be discussed.

National unit specification: support notes (cont)

UNIT Sporting Activity – Badminton (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT

Candidates should demonstrate their competence in practical situations and should be assessed when they are ready. Opportunities for re-assessment are available throughout this unit. Evidence for assessment should arise naturally from the range of tutor-led situations in which candidates are engaged, and should be recorded by the tutor as appropriate. Sufficient evidence requires to be provided to indicate that all outcomes and performance criteria have been met within any range specified. While a variety of assessment instruments is available, the tutor is encouraged to adopt an integrated approach to assessment in the unit.

Sporting Activity Units

Performance Exemplification

Notes for Guidance and Interpretation:

The purpose of these exemplifications is to add definition about performance qualities required at different levels within the sporting activity units. The standards described for sporting activity units equate with the standards described in the performance units within Physical Education at the five different levels within Higher Still. The evidence generated for the sporting activity units could be utilised as evidence towards achieving units of Higher Still courses in Physical Education.

The rationale used for describing performance is that the sporting activity units are performance driven. As such it is the whole view of performance that is described. This is in preference to a technique specific model of performance with only the associated movement patterns that accompany the techniques being described. This is considered to have limitations as a model of whole performance. Instead a model that describes in a more detailed way the demands, environments and practical contexts that candidates would typically be working in is offered. As such terms like 'perform skilfully' are used. Techniques are demonstrated through being selected, developed and refined in building towards performing in skilful contexts.

These definitions of performance contexts relate to outcome 1 in each unit. Following this, the definition of performance is specified according to the detail of each of the performance criteria at each level. This allows a description of the competences required within each performance criterion.

The performance qualities described are an exemplification of the performance standards associated with the different levels. They are issued as guidance for practitioners in delivering these units. They attempt to show a clear logical exemplification of standard as well as how progression could feasibly occur between different levels. The described qualities are not prescribed mandatory requirements that each candidate must exactly match. Instead the qualities described aim to paint a picture of the performance level required and, crucially, an insight into the context and demands that candidates are likely to be working in.

BADMINTON

Sporting Activities: An Introduction (Access 3)– Outcome 1 ‘Perform skilfully in three different activities at a novice level’

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>		<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>At this level, the participant is taking part at a novice level. They are becoming familiar with general court movement patterns. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p> <p>These fundamental elements should be applied in a novice context allowing for a confidence building initiation into the activity. Techniques that may be introduced include;</p> <p>Court movement Serves - low, high. Overhead forehand – clears, Underarm forehand – clears.</p>	<p>This will involve the participant playing at a novice level displaying some preparation for hitting and some awareness of space in an attempt to maintain co-operative hitting . Large movements to allow hitting will occasionally take place although occasionally preparatory movements will still be in their infancy and will appear slightly static.</p> <p>Body management will be evident throughout the participant’s performance through showing occasional balance and transfer of weight when hitting. They show a developing sense of reactive movement and they begin to work out in advance some straightforward patterns of play.</p>	<p>A novice level participant should be able to follow relevant rules and procedures that allow some co-operative hitting to occur. At this level participants should be able to recognise that points begin with an intended serve and how the outcome of the previous point dictates who serves with the following point.</p> <p>Participants should begin to realise the demanding nature of the game once running and hitting are involved.</p>

<p>PC(a) Techniques appropriate to a novice level are performed skilfully in each of the three different sporting activities.</p>	<p>PC(b) Relevant rules and procedures are adhered to during participation in the three activities.</p>
<p>At this level participants are required to play a limited range of identifiable shots. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through playing a large number of shots to mid court at a relatively slow speed with a limited variation in trajectory.</p> <p>Adapting technique will be evident in the participant's performance through use of improvised shots, mostly underarm, which are often played under pressure. Many of these shots will be successful if returned with further development into returning to specified areas of the court beginning to occur.</p>

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Sporting Activity (Intermediate 1) – Outcome 1 ‘Perform skilfully in the selected sporting activity at an introductory level’

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>	
<p>At this level, the participant is working at an introductory level and is beginning to develop some sport specific movements necessary to perform skilfully in introductory contexts. Performance by the participant will related to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection/execution Adapting technique</p> <p>These fundamental elements should be applied in a introductory context, at the relevant stage, to recognised progression within Badminton as follows:</p>	<p>This will involve the participant in playing in introductory situations displaying some early reactions and awareness of space in an attempt to play sustained points. Relevant movements will be performed in order to allow some continuous play.</p> <p>Body management will be evident throughout the participant’s performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing, most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are: Court movement Services – low, high. Overhead forehand – clears, Underarm forehand – clears Net shots – drops.</p> <p>This decision making process involves three fundamental elements of Badminton:</p> <p>Body management Shot selection/execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are: Body management Shot selection/execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward throughout the shot and well co-ordinated movements.</p>

PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.		PC(b) Appropriate decisions during performance are made that relate to an introductory level.	PC(c) Appropriate movement patterns during performance at an introductory level are used.
<p>Court movement Serves - low, high. Overhead forehand - clears, Underarm forehand - clears. Net shots - drops.</p> <p>At this level participants are required to perform effectively and with occasional consistency within introductory contexts. Performance at this level is exemplified through participants moving with large rather than fine movements making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in developing a range of techniques that can be applied to meet the different types of shots returned by participants. Some variation is apparent through occasionally adapting types of shots played.</p> <p>Adapting technique will be evident in the participant's performance through moving to respond to different shots and to adapt technique quickly in planning returns.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection/execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>All these features enable control and fluency to be established in the participant's movement repertoire.</p> <p>The development of Shot selection /execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined – for example a deep overhead clear across court to opponent's backhand. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to an introductory level are performed skilfully in the sporting activity with occasional consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to an introductory level.</p>	<p>PC(c) Appropriate movement patterns during performance at an introductory level are used.</p>	
			<p>The development of Adapting technique will involve participants making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>

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Sporting Activity (Intermediate 2) – Outcome 1 ‘Perform skilfully in the sporting activity at a recreational level’

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>	
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>This will involve the participant in playing in competitive situations displaying effective body awareness of space in an attempt to control rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participants performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are: Serves - low, high Overhead forehand - clears, drops and smashes. Backhand – clears Underarm forehand – clears Net shots – drops.</p> <p>This decision making process involves three fundamental elements of Badminton: Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are: Body management Shot selection / execution Adapting technique</p>

<p>PC(a) Techniques appropriate to a recreational level are performed skilfully in the sporting activity with overall consistency.</p>	<p>PC(b) Appropriate decisions during performance are made in contexts that relate to a recreational level.</p>	<p>PC(c) Appropriate movement patterns during performance at a recreational level are used.</p>	
<p>These fundamental elements should be applied in a demanding context, at the relevant stage, to recognised progression within Badminton as follows:</p> <p>Court movement Serves – low, high Overhead forehand – clears, drops and smashes. Backhand – clears Underarm forehand –clears Net shots – drops.</p> <p>At this level participants are required to perform effectively and with increasing consistency within demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements. All these features enable control and fluency to be established in the participant’s movement repertoire.</p>

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Sporting Activity (Higher) – Outcome 1 ‘Refine performance skilfully in the sporting activity in demanding contexts’

<p>PC(a) Techniques appropriate to refining performance in demanding contexts are performed skilfully in the sporting activity with a high degree of consistency.</p>		<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>This will involve the participant in playing in competitive situations displaying effective body awareness of space in an attempt to control rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participant’s performance usually maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots.</p>	<p>In demanding contexts the participant can maintain control of accuracy and direction. The range of techniques available at this developmental level are:</p> <p>Court movement Serves – low, flick, high. Overhead forehand - clears, drops and smashes. Backhand – clears Net shots – drops</p> <p>This decision making process involves three fundamental elements of Badminton:</p> <p>Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are:</p> <p>Body management Shot selection / execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the platform for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully in the selected activity with a high degree of consistency.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
<p>These fundamental elements should be applied in a demanding context, at the relevant stage, to recognised progression within Badminton as follows: Court movement Serves - low, flick, high. Overhead forehand – clears, drops and smashes. Backhand – clears. Underarm forehand – clears. Net shots - drops.</p> <p>At this level participants are required to perform effectively and with increasing consistency within increasingly demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths. They can outmanoeuvre opponents and capitalise on opponent’s unforced errors.</p>	<p>All these features enable control and fluency to be established in the participant’s movement repertoire and give the appearance of the participant having ‘time’ to play relevant shots.</p> <p>The development of Shot selection/execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined – for example a deep overhead clear across court to opponent’s backhand leading to a smash played for the return. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully in the selected activity with a high degree of consistency</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in demanding contexts.</p>	
			<p>The development of Adapting techniques will involve participants in making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>

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Sporting Activity (Advanced Higher) - Outcome 1 'Refine performance in the sporting activity in increasingly demanding contexts'

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
<p>At this level, the participant is refining and further developing the sport specific movements necessary to perform skilfully in increasingly demanding contexts. Performance by the participant will relate to the fundamental elements of Badminton which are:</p> <p style="text-align: center;">Body management Shot selection / execution Adapting technique</p> <p>These fundamental elements should be applied in increasingly demanding contexts, at the relevant stage, to recognised progression within Badminton as follows:</p>	<p>This will involve the participant playing in competitive situations displaying assured effective body awareness of space in controlling rallies. Relevant movements will be performed with both economy and accuracy.</p> <p>Body management will be evident throughout the participant's performance maintaining good posture, balance, agility, transfer of weight, control of centre of gravity, co-ordination and managing to get semi side on in playing most overhead shots through fluent controlled footwork and general body preparation.</p>	<p>In increasingly demanding contexts the participant can maintain control of speed, spin and direction. The range of techniques available at this developmental level are: Serves - low, flick, high. Overhead forehand - clears, drops and smashes. Backhand – clears Underarm forehand - clears Net shots – drops, cross courts.</p> <p>This decision making process involves three fundamental elements of Badminton: Body management Shot selection / execution Adapting technique</p>	<p>Performance by the participant in a demanding context will be reflected in their development of the fundamental elements of Badminton which are: Body management Shot selection / execution Adapting technique</p> <p>The development of Body management relates to refining the body movements necessary to create the basis for effective performance. This involves players making anticipatory movements in order to get semi side on with flex in joints, well balanced, racquet taken back in control, weight transferred forward through the shot and well co-ordinated movements.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
<p>Court movement Serves - low, flick, high. Overhead forehand – clears, drops and smashes. Backhand – clears. Underarm forehand – clears. Net shots – drops, cross courts.</p> <p>At this level participants are required to perform effectively and with increasing consistency within increasingly demanding contexts. Performance at this level is exemplified through participants maintaining dynamic balance by making necessary adjustments to body positions when moving and playing shots.</p>	<p>Shot selection / execution will be evident in performance through an effective mix of touch, building and power shots which are part of an overall defensive or attacking strategy. Some variation is apparent through occasionally adapting strategy.</p> <p>Adapting technique will be evident in the participant’s performance through use of improvised shots often played under pressure and to shots that are played with intended disguise.</p>	<p>Through performance participants will develop an ability to select and execute appropriate shots whilst playing in demanding contexts.</p> <p>Awareness of shot selection / execution will involve participants in decisions relating to angle and direction of shot and playing to their strengths with regard to game strategy. Participants can also use building shots to establish control in rallies and use serves to play to their strengths.</p>	<p>All these features enable control and fluency to be established in the participant’s movement repertoire.</p> <p>The development of Shot selection / execution will involve playing shots covering both net, cross court, down the line and deep to the back of the court. Some shots can also be combined - for example a deep overhead clear across court to opponent’s backhand. Participants can show an awareness of where their opponent is in selecting shots. They can also plan ahead through playing a building shot which may later set up a winning attacking shot.</p>

<p>PC(a) Techniques appropriate to refining performance in increasingly demanding contexts are performed skilfully and consistently in the sporting activity.</p>	<p>PC(b) Appropriate decisions during performance are made that relate to refining performance in increasingly demanding contexts.</p>	<p>PC(c) Control and fluency are demonstrated in refining performance in increasingly demanding contexts.</p>	
			<p>The development of Adapting technique will involve participants in making adaptations to refined techniques in demanding performance situations. This will involve showing more extended touch or power than usual due to positioning and playing shots quicker through lack of time for correct body preparation.</p>