



**2012 Physical Education**

**Higher**

**Finalised Marking Instructions**

© Scottish Qualifications Authority 2012

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations Team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations Team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

## Higher Level Physical Education

### 2012 Question Paper – Marking Guidance

#### 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 a 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.

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
1	a)  4 marks		<p><b><u>Model Performance/Demands of performance</u></b> The response should consider a range of demands that can be identified through considering models of performance.</p> <p>Demands could be:</p> <ul style="list-style-type: none"> <li>• Technical, physical, personal, special</li> <li>• Competitive or non-competitive</li> <li>• Scoring systems</li> <li>• Roles</li> <li>• Rules</li> </ul> <p><i>For example, watching a model performance allowed me to understand the different roles the players adopted... I could see how the player managed to perform skills with control and accuracy even when they were under pressure from opponents...the players were composed and focused... the power they generated when performing jumps was important to the success of their movements.</i></p> <p><b>NOTE:</b> Candidates may choose to answer using examples from several activities.</p>
	b)  6 marks	The question is a 3/3 split for physical and technical demands.	<p><b><u>Physical and technical demands of an activity</u></b> The response should include the key physical and technical demands of the selected activity.</p> <p><i>For example...to perform well in badminton I had to have a repertoire of skills that I could perform with a high degree of accuracy...Net shot enabled me to..., good clears were vital because...I also required a high level of endurance as ....it was very important that I could move around the court quickly, using the correct footwork patterns.</i></p>

	<p>c)</p> <p><b>4 marks</b></p>	<p>If a student selects only one mental factor, the maximum mark awarded is 3.</p>	<p><b><u>Mental factors affecting performance</u></b></p> <p>The response should include reference to, mental factors to be considered both before and during performance.</p> <ul style="list-style-type: none"> <li>• Optimum state of arousal</li> <li>• Maintaining motivation, confidence and concentration</li> <li>• Control of aggression</li> <li>• Anxiety</li> <li>• Managing emotions</li> </ul>
	<p>d)</p> <p><b>6 marks</b></p>		<p><b><u>Planning and managing personal improvement performance</u></b></p> <p>The response should consider both the planning and managing of a programme.</p> <p><i>For example...I practiced using relaxation techniques in training, this involved....Once I could do this I used this before performances. To improve my ability to control my emotions during a performance I learned to...</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
2	a) <b>6 marks</b>	Students may describe one personal and one special quality in depth or may describe a range of personal and special qualities.	<p><b><u>Personal and special qualities</u></b> The response should give a clear description of both the personal and special qualities required.</p> <p>Special – imagination, flair, creativity, deception Personal – desire to succeed, determination, ability to work with others</p>
	b) <b>4 marks</b>		<p><b><u>Performance improvement programme</u></b> The response should justify the programme implemented in order to improve personal or special qualities.</p> <p><i>For example... to improve our desire to succeed we identified and shared our objectives. To improve our creativity and become less predictable in attacking set pieces we...</i></p>
	c) <b>4 marks</b>		<p><b><u>Evaluating progress</u></b> The response should describe one method of evaluating the success of the programme.</p> <p>Video, match analysis, questionnaires, etc</p> <p><b>NOTE:</b> To use video footage to facilitate another method is acceptable.</p>
	d) <b>6 marks</b>	If the student gives only examples, the maximum marks awarded can only be 2.	<p><b><u>Setting short and long term goals</u></b></p> <p><i>For example...it was very important for me to set achievable short term goals with clear success criteria as means of reaching my long term goal...Specific to focus attention...motivational effect when I achieved...kept my training focused...set new goals...recorded for feedback.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
3	a) <b>6 marks</b>	If the student chooses to discuss one type of fitness in detail they can access full marks.	<p><b><u>Fitness demands</u></b> The response should discuss the fitness requirements of effective performance.</p> <p><i>For example...In Basketball physical fitness is very important because it enables players to...I considered speed to be the most important aspect because...It was also very important that I could change direction quickly and coordinate my movements. This allowed me to...Managing emotions in basketball is also vital because...</i></p>
	b) <b>4 marks</b>		<p><b><u>Whole performance improvements</u></b> The response should describe the impact of the training on the whole performance.</p> <p><i>For example...My physical training programme to develop power had a positive impact on my ability to rebound. This enabled me to make a better contribution to the team by...Improvements to my agility helped me in both attacking and defending situations by...</i></p>
	c) <b>6 marks</b>	<p>The student may answer by describing one method or by describing more than one method.</p> <p>If a student describes only a training session/ programme, the maximum marks awarded can only be 3.</p>	<p><b><u>Method(s) of training</u></b> The response should focus on description of the method(s) of training such as circuit; interval; conditioning; rehearsal; continuous. Examples of the work undertaken within a training session or programme should be used to assist in describing the method.</p> <p><i>For example...To develop my speed endurance the method of training I used was interval training. This involved me working for a period of time, having a period of rest, then working again. I sprinted 50m, then rested for 15 seconds. I repeated that 10 times – this represented a work:rest ratio of approximately 1:2. My next set involved running for 200m in a target time of 45 seconds... reps work:rest ratio.</i></p>

	d) <b>4 marks</b>	The student may answer by explaining why one, or more than one, method of training was appropriate.	<b><u>Appropriate method(s) of training</u></b>  <i>For example...Conditioning is a very appropriate method of developing cardio-respiratory endurance. We were motivated by the small-sided games and worked hard for the whole time. We developed our team-work and skills at the same time...We were able to keep above our aerobic training threshold for the whole time, this is important because...</i>
--	----------------------	-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
4	a) <b>4 marks</b>	If candidate selects one aspect from a type of fitness, maximum 2 marks.	<p><b><u>Types of Fitness</u></b> The response should discuss the importance of one type.</p> <p>Physical fitness – Cardio Respiratory Endurance-speed-muscular endurance-flexibility-stamina-strength-aerobic-anaerobic endurance-speed endurance-power or Skill related fitness – reaction time-agility-co-ordination-balance-timing-movement anticipation or Mental fitness – level of arousal-rehearsal-managing emotion-visualisation-motivation-determination-anxiety/managing stress/concentration</p>
	b) <b>6 marks</b>		<p><b><u>Training programme</u></b> The response should give details of the content and the frequency of sessions within the programme. It should also describe how progressive overload was applied.</p>
	c) <b>4 marks</b>	This question is a 2/2 split.	<p><b><u>Types of fitness</u></b> The response should explain the importance of the two types of fitness not selected in part a).</p>
	d) <b>6 marks</b>	If the student explains the importance of fitness assessment at <u>one time</u> the maximum marks awarded can only be 4.	<p><b><u>Fitness assessment</u></b> <i>For example...Assessing my fitness prior to starting my training programme allowed me to see where my weaknesses were in my actual performance...identify the type(s) and aspect(s) of fitness I should be trying to develop...Fitness tests gave me objective results which I could use as my baseline...I could make my training at the correct level...On completion of training...evaluate the effectiveness of programme...compare performance with previous performance...motivational affect...set new goal...plan new training programme.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
5	a) <b>6 marks</b> <b>3/3 split</b>	A good response should include some or most of the points as outlined in the <i>Relevant Content Guide</i> .	<p>A good response will include specific and detailed explanations relevant to open and closed skills.</p> <p>Examples are often included to highlight understanding in context; this may be generic or linked to a specific skill/technique.</p> <p><b>Points highlighted:</b>  Open – dependent on different variables eg weather, ground conditions, opponents externally placed eg a corner kick in football.  Closed – Internally paced, fewer variables, eg a service in badminton.</p>
	b) <b>4 marks</b>		<p><b><u>Features of a skilled performance</u></b>  A good response will include reference to the range of qualities that are evident in a skilled/model performance <b>of this skill</b>.</p> <p>A link to relevant factors may include: executed at the correct time with consistency, fluency, economy of effort. Movements/application of skill seems effortless, model performer uses skill with a degree of confidence, with few unforced errors and makes appropriate decisions about when to use the skill when under pressure etc.</p>

	<p>c)</p> <p><b>6 marks</b> <b>3/3/ split</b></p>		<p><b><u>Motivation/Concentration/Feedback</u></b> In this respect the candidate should give a detailed synopsis of how each factor impacted upon their learning and or their application of <b>this skill/technique</b>. Merit should be given according to depth/quality/relevance of explanations offered.</p> <p><b>Motivation</b> = 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 even if development programme challenging and not to worry if mistakes are made while developing the skill. Motivation would ensure perseverance throughout training session and for the duration of the programme.</p> <p><b>Concentration</b> = 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 apply the skill appropriately in different training contexts.</p> <p><b>NOTE:</b> A link to Stages of Learning, and Model Performers may be made in reference to either of the above factors.</p>
	<p>d)</p> <p><b>4 marks</b></p>		<p><b><u>The importance of monitoring and reviewing</u></b> A good response will highlight the differences/benefits of the purpose of monitoring the ongoing process. Such as – reference to appropriate data methods to facilitate comparison of improvements, achieving targets set, gaining and acting on feedback, aids motivation, ensures further challenge and progress.</p> <p>Importantly, the response must include reference to reviewing performance ie summative progress. However reference to the evaluation of the whole process ie the impact of the training/development programme/programme of work should be highlighted. Judgement on the success/effectiveness of the programme/used plus judgements on the success/effectiveness to whole performance must be clearly defined.</p> <p>A good response will highlight the impact of skill technique development to whole performance development.</p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
6	a)  6 marks	2 marks available for each stage of learning.	<p><b><u>Methods of practice</u></b> The response offered will be wide ranging and may include the candidate's choice of skill/technique identified for development.</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>The methods chosen should be detailed with reference made to their use at the appropriate stage of learning. Some of the following considerations should be included in the justification of use at each stage: skill complexity/classification, Model Performer, feedback, goal setting...etc.</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 combine 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>

<p>b)</p> <p><b>4 marks</b></p>		<p><b><u>Data methods</u></b>  The method selected may be wide ranging. A good response will include detail about the process. In a systematic way the candidate should exhibit sound level of critical thinking by highlighting <b>what</b> was done.</p> <p><b>NOTE:</b> some data tools used may feature in more than one collection type; this is acceptable. Also diagrams of methods used often feature to support depth of answer.</p> <p>Acceptable examples of methods of gathering data may include:  <b>Movement Analysis:</b> Video, Obs.C/list, Match Analysis Sheets/scattergram/questionnaires, PAR sheets, Comparison to Model Performers etc.  <b>Mechanical Analysis:</b> Video, Obs.C/list, questionnaires, PAR sheets of force, levers, propulsion etc.  <b>Consideration of Quality:</b> reflecting on movement skill execution being controlled/fluent, or fast/slow etc via video, Obs.C/list, questionnaires, PAR sheets, Comparison to Model Performers.</p> <p><b>NOTE:</b> in the candidate's description of the method(s) selected the relevance of criteria <b>must</b> be justified. For example if the candidate names a 'mechanical analysis sheet' but proceeds to highlight the details pertaining to a movement analysis method such as Match Analysis Sheet then this exhibits poor acquired knowledge and understanding.</p>
<p>c)</p> <p><b>4 marks</b></p>		<p>Development needs may be described with reference to the application of the skill in the WHOLE performance context. This may include quantitative evidence, ie the % success rate of specific skill.</p> <p>The candidate may describe how their whole performance was affected.  <i>For example, my inaccurate shooting meant that I often missed the shot...this in turn affected my confidence and execution of other skills...on looking at my scatter gram I had a high % of my shots landing out...a poor preparation phase in my smash meant that I was not behind the shuttle when hitting it – this caused me to lose power...therefore my development needs were to improve my transfer of weight from front to back foot.</i></p>

	<p>d)</p> <p><b>6 marks</b></p>		<p><b><u>Principles of effective practices</u></b></p> <p>The response must show applied knowledge of the Principles of effective practice. Reference should be made to some of the following:</p> <p>Setting clear objectives  Strengths and weaknesses consideration  Awareness of model performer  Achievable stages and progression  Effect of boredom and fatigue  Intensity of practice  Work rest ratio</p> <p>Often the acronym S.M.A.R.T.E.R. features in the candidate's answers.  <i>For example, practice should be specific, measurable, attainable, time related, exciting and regular.</i></p> <p><i>...as my programme was specific it helped me to achieve success...I could target the specific part of my technique that need most improvement. I know to set targets and raise them once...this ensures my practice was motivating etc.</i></p> <p>If candidate lists the S.M.A.R.T.E.R. with no description then 0 marks.  If S.M.A.R.T.E.R. is described then 2 marks is possible.  The S.M.A.R.T.E.R. has to be <u>applied</u> to the programme of work completed.</p>
--	---------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
7	a)  4 marks		<p><b><u>Structure, strategy or composition</u></b> The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played within it.</p> <p>These may include: Basketball-fast break...zones...1-3-1...horse shoe offence...man/man defence. Football-4-2-4/4-3-3/3-5-2/3-5-1. Badminton front-back-side-side. Gymnastics particular sequence-routine. Volleyball-Rotational setter, Specialist setter, W service reception formation. Hockey penalty corner-passing it back to the 'injector' on the post.</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> <p>Hockey...I played in a zone defence where I had to cover a particular area of the pitch.</p>
	b)  4 marks		<p>The responses will be wide ranging and will depend on the choice of SSTC selected. Responses should provide a description of the problem they faced.</p> <p>For example, <i>in basketball we were playing a 2-1-2 zone...opposition had good outside shooters...scoring frequently, 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...in volleyball we had two people who were unable to provide effective sets for our spikers...this meant when they were in the setting position, we were unable to build an attack and win points.</i></p>

	<p>c)</p> <p><b>6 marks</b>  <b>3/3 split</b>  <b>3 marks for explanation</b>  <b>3 marks for description</b>  <b>impact on performance</b></p>		<p><b><u>The importance of adapting and refining a structure, strategy or composition in response to performance demands</u></b></p> <p>The responses will be wide ranging and will depend on the choice of structure, strategy or composition selected. Responses may repeat the description of the problem they faced. They should then show evidence of problem solving and decision making to make their whole performance more effective.</p> <p>For example, in basketball <i>we were playing a 2-1-2 zone...opposition had good outside shooters ...scored frequently...we changed to half court man/man defence to stop them...this led to successful shots as they were under more pressure...forced them to try and drive to basket. They made more mistakes...scored less baskets as they were poor at driving to basket...we won more turnovers and could attack more.</i></p>
	<p>d)</p> <p><b>6 marks</b>  <b>2/4 split</b>  <b>2 marks for description</b>  <b>4 marks for justification of appropriateness of method</b></p>		<p>The response will include descriptions of particular methods to gather information on effectiveness followed by an explanation of the validity of the method used – these could include video-games analysis – observation schedules – knowledge of results – criteria checklists – statistics – personal reflection – feedback – internal/external feedback – comparison to previous information gathered – match analysis sheets.</p> <p>For example, in basketball... <i>we used a criteria checklist...all aspects of fast break...data was collected from a game this then allowed...comparison to previous...to see if we had improved its effectiveness.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
8	a)  6 marks		<p><b><u>Structure and Strategy Fundamentals</u></b>  The following may be referred to or listed.  Using space in attack and defence, pressure opponents, tempo of play, speed in attack, delay in defence and principles of play (width, depth and mobility), previous knowledge of opposition or conditions strengths and weaknesses of own team or/and opposition.  The importance should be justified and show both acquired and applied knowledge.</p> <p><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...before the defence was organised properly.</i></p> <p><b><u>Structure and Compositional Fundamentals</u></b>  The following may be referred to or listed.  Design form, developing motifs, using repetition, variation and contrast, interpreting stimulus in developing performance, using space effectively, using creativity in performance.  The importance should be justified and show both acquired and applied knowledge.</p> <p><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 core motif...this time a jumping pattern...then I began to mix and play with both core motifs...to add interest to my dance...give my dance variety and quality of movement contrasts.</i></p>

	<p>b)</p> <p><b>4 marks</b></p>		<p><b><u>Recognising the demands of individual roles during performance</u></b>  For example, <i>In basketball as a centre my role was to rebound the ball in offence and block out in defence...shoot close to basket...to link with forwards and guards in passing movements in and around key.</i>  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 and composition they have performed within, but it is important that their <b>ROLE</b> within this is identified.</p> <p>The possible structure, strategy or composition might be:  fast break/zones/1-3-1/horse shoe office 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 – rotational setter  Hockey penalty corner</p>
	<p>c) (i)</p> <p><b>3 marks</b></p>		<p><b><u>The strength identified must relate to the role performed</u></b>  For example...<i>In my role as specialist setter in my volleyball team I was able to convert even bad/poor passes into attacking opportunities for my spikers...I was 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 opponent's side of the net...I was also able to judge what type of set my spikers preferred.</i></p> <p>An explanation of the impact of this strength on performance must be given eg <i>My strength allowed me to give good attacking service to my spikers ensuring every attacking opportunity gave us the chance of winning the point....put my opponents under pressure....added the element of disguise...confusing the blockers.</i></p>
	<p>c) (ii)</p> <p><b>3 marks</b></p>		<p><b><u>The weakness identified must relate to the role performed</u></b>  For example...<i>Within my role as specialist setter, I caused many rotational faults by moving at the wrong time or being in the wrong position as the service was taken. This caused problems in my team and lost us points...The impact of this on our performance was that the opposition began to target the moving player – causing more confusion and disagreement within our team.</i></p>

	<p>d)</p> <p><b>4 marks</b></p>		<p><b><u>Weaknesses Addressed</u></b></p> <p>The responses offered will be wide ranging and will depend on the choice of role and the weakness(es) identified.</p> <p>The responses should be a description of the programme of work followed but this must be relevant to weakness mentioned in part (c) (ii)</p> <p><i>For example... We worked as a team with no opponents walking through the timing and positioning of players at service reception with just a feed from the other side of the net. We progressed to develop this when our team were serving...</i></p> <p>Various methods of training/practice may be described – reference should be made 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. Responses must show critical thinking and relevant decision making and should reduce the effect of weakness(es) on performance.</p>
--	---------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[END OF MARKING INSTRUCTIONS]