



2012 Physical Education

Intermediate 2

Finalised Marking Instructions

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Marking Instructions 2012

Outcome One

Explain performance in an activity

- (a) Methods selected and used for observing and recording data are valid.
 - (b) Data gathered is valid.
 - (c) Performance strengths and weaknesses are explained.
 - (d) Development needs are explained.
- Candidates should be awarded high marks if they give a clear and appropriate record, description or explanation of performance.
 - Candidates should be awarded approximately half of the marks available if they give an appropriate record, description or explanation of performance.
 - Candidates should be awarded low marks if they give a limited record, description or explanation of performance.

Outcome Two

Use knowledge and understanding to analyse performance

- (a) Relevant key concepts and key features are selected and used to analyse performance.
 - (b) Relevant information sources are used to plan performance development.
 - (c) A programme of work is designed to meet identified needs.
- Candidates should be awarded high marks if they have a clear and appropriate 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 give an appropriate understanding of relevant key concept knowledge and its application when analysing and developing performance.
 - Candidates should be awarded low marks if they give a limited understanding of relevant key concept knowledge and its application when analysing and developing performance.

Outcome Three

Monitor a programme of work

- (a) A relevant programme of work to meet identified needs is completed.
 - (b) The content of the programme of work is monitored.
 - (c) Performance development is monitored.
- Candidates should be awarded high marks if they give clear and appropriate 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 appropriate 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 and unlikely to lead to performance development.

Outcome Four

Review the analysis and development process

- (a) The effectiveness of the analysis and development process is explained.
 - (b) The effects on performance are explained.
 - (c) Future development needs are described.
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- Candidates should be awarded high marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded approximately half of the marks if the review contains a clear and appropriate description of the effectiveness of analysis and development work undertaken and its effects on performance.
 - Candidates should be awarded low marks if their evaluations include a limited discussion of the effectiveness of analysis and development work undertaken and its effects on performance.

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
1a	Technical, Physical, Personal and Special Qualities of performance.	1&2	<p>Qualities In relation to any of the qualities selected a description should be offered of a quality or qualities which were strengths in the candidates performance. Candidates may demonstrate acquired Knowledge and Understanding in respect of their performance strengths.</p> <p>Technical Qualities: Reference may be made to a repertoire of skills, eg <i>dribbling, passing, shooting, etc is consistent and accurate</i>. This may be accompanied by clarification of success rate or quality of execution or PAR. Reference may also be made to the classification of skills demanded, eg simple/complex etc.</p> <p>Physical Qualities: Reference may be made to more than one aspect of fitness. To support acquired or applied Knowledge and Understanding the candidate must describe how the selected aspect of fitness was a strength within their quality performance. eg <i>high levels of Cardio Respiratory Endurance, Speed Endurance helped maintain pace and track my opponents continuously...</i></p> <p>Personal Qualities: Reference may be made to inherent qualities, eg <i>qualities such as being determined or confident or competitive, etc helped because opponents felt threatened...</i></p> <p>Special Qualities: Reference may be made to the ability to create opportunity, deceive opponents, make performance look more dynamic, apply flair, had the ability to choreograph routines, link skills, etc. eg <i>These unique qualities helped to fake intent and so wrong-foot opponents. The routine was exciting to watch. This helped gain more points etc.</i></p> <p>The strengths of their performance must be linked to one or more of the qualities listed above.</p> <p>Candidates may also go down the demands route as the word 'demands' is in the question.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
1b	Technical, Physical, Personal and Special Qualities of Performance.	1&2	<p>Qualities</p> <p>In relation to any of the qualities selected a description should be offered of a quality or qualities which were a weakness to the candidate's performance. Candidates may demonstrate acquired Knowledge and Understanding in respect of their performance weaknesses.</p> <p>Technical Qualities: Reference may be made to a repertoire of skills, e.g. <i>dribbling, passing, shooting, etc is not consistent or accurate</i>. This may be accompanied by clarification of failure rate or quality of execution or PAR. Reference may also be made to the classification of skills demanded, e.g. simple/complex etc.</p> <p>Physical Qualities: Reference may be made to more than one aspect of fitness. To support acquired or applied Knowledge and Understanding the candidate must describe how the selected aspect of fitness was a weakness to their performance. e.g. <i>poor levels of Cardio Respiratory Endurance meant that I was unable to last the whole length of the games, Speed Endurance unable to maintain pace and track my opponents continuously...</i></p> <p>Personal Qualities: Reference may be made to inherent qualities, e.g. <i>qualities such as not being determined or confident or competitive...</i> , e.g. <i>the effects of lack of focus, meant that I missed important shots which would have easily given me the lead.</i></p> <p>Special Qualities: Reference may be made to the inability to create opportunity, deceive opponents, make performance look more dynamic, apply flair, had the ability to choreograph routines, link skills...etc.</p> <p>The weaknesses of their performance must be linked to one or more of the qualities listed above.</p> <p>Candidates may also go down the demands route as the word 'demands' is in the question.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
1c	Planning and managing personal performance improvement.	2	<p><u>Benefits of setting goals and examples of setting goals</u> A good response will suggest the importance of establishing short term goals to help reach longer term goals. Examples should be offered to show understanding about performance gains as a result of setting realistic/attainable goals. eg <i>By setting goals I was able to track whether I was making improvements or not and then make appropriate changes to my training programme. It also helped with my motivation levels, as when I felt I had reached a specific goal it gave me the desire to try to improve even further.</i></p> <p>A response will give examples of specific goals set. <i>For example, I decided to set myself a short term goal of increasing my power. My long term goal would be to use this effectively when spiking in Volleyball.</i></p>		4 marks available
1d	Planning and managing personal performance improvement.	2&3	<p><u>Course of action</u> Candidate must describe a relevant training programme related to their goals. Depending on the type of training programme used the candidate will describe an appropriate training programme. eg For CRE the candidate may <i>use an interval training programme 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. The candidate would next explain the length of the training, what days they trained on, the duration of the training session, how they measured the intensity of the training. Progressive overload should also be evident within the response, to show that the training becomes more challenging.</i></p>		4 marks available
1e	Planning and managing personal performance improvement.	4	<p><u>Course effectiveness/impact on performance development</u> A good response MUST include evaluative comments and offer examples on how and why they thought the course of action taken was effective. The candidate could state what the impact of skill/technique development to WHOLE performance development was. Depending on the type of training programme used the candidate will explain the effects the training had on their performance. eg <i>After completing my skill development programme to improve my back walk over in Gymnastics, I am now able to use this complex skill to link two skills together smoothly. I am now able to fluently perform a back walkover, which will help me gain more marks for my routine..</i></p> <p>They may also go Physical/Mental</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2a	Technical, Physical, Personal and Special Qualities of performance	2	<p><u>Nature and Demands</u></p> <p>The candidates response should include some of the nature and demands as outlined below. The response must be linked to a specific activity.</p> <p><u>Nature:</u> Individual/team. The duration of the game/event. The number of player(s)/performers involved. A spectator/audience event. Indoor/outdoor. Directly/indirectly competitive. Objective/subjective scoring systems in application. Codes of conduct.</p> <p><u>Challenges:</u> Technical, Physical, Mental and Special.</p> <p>Candidates may demonstrate acquired Knowledge and Understanding across all related demands or focus on one more comprehensively. Similarly, candidates may demonstrate acquired Knowledge and Understanding in respect of the unique game/event challenges or emphasise the challenges unique to the role/solo/duo performance relative to the activity selected.</p> <p><u>Special Performance Qualities</u></p> <p>The responses will be wide ranging and relevant to the activity selected. Candidates may demonstrate acquired Knowledge and Understanding in respect of the specific role/solo related demands necessary for an effective performance.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2b	Technical, Physical, Personal and Special Qualities of performance.	1&2	<p><u>Gathering information on performance strengths or weaknesses</u></p> <p>Detailed description should be made in one of the following:</p> <ul style="list-style-type: none"> • Movement Analysis (Observation checklist, Match Analysis sheet). • Preparation/Action/Recovery: • Scatter Diagram eg <i>I used a scatter diagram, which is when an observer notes down on a diagram of a badminton court where my shots were played during a game of badminton. My observer would use a notation key to pinpoint exactly where/when my shots were a strength in my game and where/when my shots were a weakness in my game. If, for example I played a successful Overhead clear, it would be noted as OHC✓ on the back tramlines of my badminton court diagram. When I completed this scatter diagram, I played an opponent of similar ability to me and we played a game to 15. A third person then completed the scatter diagram as we played.</i> • Mechanical Analysis of force, levers, propulsion etc • Consideration of Quality: reflecting on whether your skill or technique was controlled/fluent, or fast/slow? • Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. • Questionnaire: Questions should be relevant to and have responses such as ‘done well’, ‘needs improvement’ or mark your performance on a graded scale. <p>Candidates may respond with another relevant method of data collection.</p>		4 marks available
2c	Mental factors influencing performance.	1&2	<p><u>Mental factors</u></p> <p>Candidates may demonstrate acquired Knowledge and Understanding in their ability to manage emotions. They may describe how they handled stress levels through careful preparation which focuses then into the positive aspects of their performance. They may use a form of mental rehearsal to manage pre performance nerves. Examples of these will be given in the response.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2d	Mental factors influencing performance.	1&2	<p><u>Mental factors</u> Candidates will give an example(s) of how they were unable to manage their emotions successfully. eg - <i>During my Football performance I felt the defence in our team were not playing to the best of their ability, which led me to become very frustrated. I began to shout to them to cover the ball more, which led me to lose focus on my own role within our team.</i></p>		4 marks available
2e	Mental factors influencing performance	2	<p>Candidates should select one or more of the methods and describe how they used them – eg, <i>I used visualisation by imaging my gymnastic sequence and how I could perform it to my best ability. I made sure I performed my routine through in my mind, highlighting the specific links in my performance. Before I began my routine I used a deep breathing technique, of slowly taking three deep breaths, before I started my routine.</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
3a	Physical, skill-related and mental types of fitness.	1&2	<p>Physical fitness – eg <i>in badminton CRE is needed to last long rallies and keep my skill level high the whole time...; Speed and strength are important to give power so that the smash is difficult to return.</i></p> <p>Skill related fitness – eg <i>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 hit the shuttle at the correct place, giving me more chance to win a point because my opponent struggles to return it.</i></p> <p>Mental fitness – eg <i>in badminton I need to be able to concentrate for the whole match...; concentrate on each shot...; being focussed...; be determined to win...; not being distracted etc.</i></p> <p>More than one aspect to get full marks. 3 marks only for only one in-depth aspect.</p>		4 marks available
3b	Physical, skill-related and mental types of fitness.	1&2	<p>Physical fitness – eg <i>in football I found it difficult to pass accurately towards the end of the game as I was tired...I also found it difficult to hold the ball up for supporting players as I lacked strength... I also lacked speed which affected my ability to stay close to my opposing player when they played the ball past me</i></p> <p>Skill related fitness –eg <i>in football I found it difficult to change direction quickly when reacting to a loose ball...I also found it difficult to link skills together losing control of the ball as I attempted to take it down on my chest and then release a pass...I also found it difficult to time my passes where the ball was intercepted as I waited too long</i></p> <p>Mental-fitness – eg <i>I reacted aggressively when the referee made an incorrect decision...I also got nervous when defending a lead towards the end of the game...I also found it difficult to motivate myself when my team were losing.</i></p>		4 marks available
3c	Principles and methods of training.	2	<p><u>Principles of training</u></p> <p>You may have a description of how the principles were applied to the programme For example, <i>I made sure the training was specific to the weakness identified...also demands of activity...I trained three times per week with rest every other day...I applied overload after week 3...increased number of sets...as I was getting fitter...variety within programme...prevent boredom and keep motivation high...each session lasted 50mins...</i> Although the question does not ask for a reason why each principle was used, credit can be given if candidate extends their knowledge.</p> <p>List ½ marks only; no mention of weakness 3 marks only.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
3d	Planning, implementing and monitoring training.	2&3	<p><u>The monitoring process</u> Responses should consider a description of the different methods that were used to monitor...eg <i>I used the leger test to check if I was improving... I used knowledge of results where I checked for improvements... I recorded my results in a training diary which gave an opportunity to check my progress...</i></p> <p>The candidates should describe the monitoring method and the process of how they used their selected method(s), in detail.</p>		4 marks available
3e	Planning, implementing and monitoring training.	2&3	<p><u>Progressive overload</u> Candidates may choose to use the detail from part (c). There should be some demonstration of what the changes were as the programme progressed over time.</p> <p><i>eg, I increased how many days I trained per week. I now trained 3 days a week instead of 2? I increased the intensity of the practice by adding another rep to each set during interval training. I trained for longer each session, 30 minutes to 40 minutes. I reduced the amount of rest I had during practices.</i></p>		4 marks available

*If candidates have been led down an avenue of not being able to develop their weakness, they can still access some marks for their knowledge.
i.e. – mental aspect or type of fitness has been selected as their weakness.

*If the same type - best mark gets it.

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
4c	Principles and methods of training	2&3	Candidates may choose to select from a range of factors, the question is open in nature eg... <i>I considered how many days a week I trained... I trained 3days...I consider how long my programme should last...I choose 6 weeks...I considered the methods of training I should use...I used fartlek and conditioning training...I considered when I should test...I decided in weeks 1, 3 and 5...I considered which methods I should use to monitor...I used heart rate watches and knowledge of results</i>		4 marks available
4d	Principles and methods of training	3&4	<u>Appropriate methods of training to improve physical/skill related and mental fitness</u> The candidates' responses will depend on the choice of activity, the aspect of fitness selected. Various methods of training could be chosen and some candidates may choose a one session or a block of time to describe what they did. Training methods could be within activity, outwith or combination and involve some of the following methods – fartlek, continuous, conditioning, interval, circuit, weight training, relaxation, breathing, rehearsal. eg, <i>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...</i>		3 marks available
4e	Principles and methods of training	2	<u>Appropriate methods of training to improve physical/skill related and mental fitness</u> eg, <i>Interval Training... this was appropriate because it enables high intensity work combined with rest to allow me to train for a longer period of time and thus gaining greater benefits from training.</i> <i>Fartlek...this was appropriate as the method mirrored the movements that I would use in a game of football...it was also easy to monitor allowing me to make changes at the correct time...I was also motivated to beat the number of laps I did during the training...</i>		3 marks available

*If candidates have been led down an avenue of not being able to develop their weakness, they can still access some marks for their knowledge.
i.e. – mental aspect or type of fitness has been selected as their weakness.

*If the same type - best mark gets it.

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
5a	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality	1&2	<p><u>Gathering data</u></p> <ul style="list-style-type: none"> • Movement Analysis (Observation checklist, Match Analysis sheet, Pre/Action/Recovery) • Mechanical Analysis of force, levers, propulsion etc Scatter Diagram e.g. <i>I used a scatter diagram, which is when an observer notes down on a diagram of a Badminton court where my shots were played during a game of badminton. My observer would use a notation key to pinpoint exactly where/when my shots were a strength in my game and where/when my shots were a weakness in my game. If, for example I played a successful Overhead clear, it would be noted as OHC√ on the back tramlines of my badminton court diagram. When I completed this scatter diagram, I played an opponent of similar ability to me and we played a game to 15. A third person then completed the scatter diagram as we played.</i> • Consideration of Quality: reflecting on whether your skill or technique was controlled/fluent, or fast/slow. • Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame. • Initial Data/Match Analysis • Scatter Diagram • Skill Test <p>Candidates may respond with another relevant method of data collection</p> <p>Why appropriate.</p> <ul style="list-style-type: none"> • Allows me to identify my strengths and weaknesses within my performance • Clear and simple method of gathering date • Allows me to make comparisons before, middle and end. • Allows me to plan my training programme at the correct level <p>These are only examples; candidates may come up with other relevant reasons.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
5b	The concept of skill and skilled performance.	1&2	<p><u>Effect of strong skill on performance</u></p> <p>Candidates will select a skill within their activity which was a strength. eg <i>During my basketball game dribbling was a strength within my game. This allowed me to dribble past defenders using both my right and left hand with control. I was also able to use my dribbling skills during our attack, where I was able to dribble down the court at speed.</i></p>		4 marks available
5c	The concept of skill and skilled performance.	1&2	<p><u>Effect of weak skill on performance</u></p> <p>Candidates will select a skill within their activity which was a weakness. eg <i>During my basketball game my lay-up was a weakness within my game. I was unable to drive into space within the key to perform a lay-up successfully. The ball was always stolen from me or I used too many steps. I often missed easy shots which led to my team being behind in the game.</i></p>		4 marks available
5d	The development of skill and refinement of technique.	3	<p><u>Programme of work</u></p> <p>The responses offered will depend on the candidate's choice of skill/technique identified for development.</p> <p>The programme followed should refer to some of the following considerations: stages of learning, length of training programme, training methods used, work to rest ratio, progression, goals</p> <p>Programme references may include details of weeks 1&2, weeks 3&4, weeks 5&6, etc. or <i>I used a gradual build up/whole part whole approach to my development programme.</i></p> <p>The content and structure given must be justified with progressions exemplified to demonstrate sound Knowledge and Understanding. For example, <i>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 etc. At the automatic stage of learning I knew to use more pressure as this would challenge me more...etc. I found the? skill very difficult so decided to use gradual build up as this would ... etc. In weeks 1 & 2, I concentrated more on simple drills... in weeks 3 - 4; I progressed to more complex drills such as etc. This built my confidence as I reached my target of... etc.</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
5e	The development of skill and refinement of technique.	2	<p><u>Feedback</u></p> <p><u>Some responses may include;</u></p> <ul style="list-style-type: none"> • Positive • Negative • Continuous • internal/external feedback • visual • verbal • written <p>Candidates may use others</p>	<p>All should be related to the actual performance and the activity selected. eg <i>as I was in the cognitive stage of learning I relied heavily on external feedback from my coach. When I was in a practice situation he gave me verbal feedback constantly as I played my overhead clear. On occasions he also demonstrated specific parts of the skill that he felt I could improve upon.</i></p>	4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6a	The development of skill and refinement of technique	2	<p><u>Methods of Practice</u> A good response may include details relevant to the selection and appropriateness of the MOST relevant methods of practice, development or training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods will be included, highlighting the selections made.</p> <p><i>At the cognitive stage – I used a shadow practice where I copied the movement of my skill without the pressure of a shuttle cock. eg I carefully copied the movements required for a Backhand clear, taking it step by step. The preparation stage, the movement to the shuttle and then the actual contact position. I worked for about 3 mins, rested then completed again.</i></p> <p><i>At the automatic stage of learning – more pressure or problem solving drills were used. eg I had to perform a Backhand clear and then move quickly to the net to perform a net shot. My partner would then place the shuttle cock high to my Backhand. I had to move quickly and efficiently to the back to play a successful Backhand clear.</i></p>		4 marks available
6b	The development of skill and refinement of technique.	2&3	<p><u>Principles of effective practice</u> Often the acronym S.M.A.R.T.E.R features in the candidate's answers. A response may include a discussion of each of the principles and how they were applied to the programme. For example, practice should be specific, measurable, attainable, realistic, time related, exciting and regular...<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 knew to set targets and raise them once...this ensures my practice was motivating etc.</i></p> <p>Other relevant knowledge will reference factors such as practice needs to show progression to ensure targets were reached. Increased motivation, improved confidence, consideration of work rest ratio etc.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6c	The development of skill and refinement of technique	2	<p><u>Motivation</u></p> <ul style="list-style-type: none"> Internal and/or external motivation. The candidate should explain how they used their own motivational levels or the motivation of others to help them within their programme. eg they may be determined to respond to challenges within their training and to successfully improve within training. They can channel their thoughts to consistently trying to improve. They are consistently being motivated to win/improve. External motivation — if...then... <p><u>Concentration</u></p> <ul style="list-style-type: none"> To make sure bad habits are not learnt when completing their training. They must be able to concentrate on methods used within their training programme and complete them correctly. They must also be able to concentrate on any feedback given during their training programme. In games player being able to stick to their role and read situations/make decisions <p><u>Feedback</u></p> <ul style="list-style-type: none"> Should be positive, immediate during their training programme. External feedback may be used when in the cognitive stage of learning, so that the skill is being learnt properly. Internal feedback may be used during training when repeating the action so the performer can feel how the skill is performed successfully. Candidate may also refer to visual/verbal/written types of feedback and how they used this within their training. <p>All should be related to the programme of work and the activity selected.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6d	The development of skill and refinement of technique.	3	<p><u>The importance of monitoring and reviewing</u></p> <ul style="list-style-type: none"> • Evaluating performance will lead to comparison of any improvements made, this will be highlighted at the end of the programme. • See whether targets set have been achieved or not • Gaining and acting on feedback which may have been received during training. • Aids motivation – if a definite improvement has been made by the end of the programme, the performer becomes more motivated to improve further. • Ensures further challenge and progress, when planning the next steps. <p>Importantly, the response may include reference to reviewing performance - ie summative process.</p>		4 marks available
6e	The development of skill and refinement of technique.	4	<p><u>Whole performance development</u></p> <p>The responses offered may suggest the impact of improved skill/technique programme to WHOLE performance effectiveness, eg a more consistent application; fewer errors; more points won; a positive benefit including greater confidence etc.</p> <p>The candidate may also include details referencing specific drills or parts of the programme that benefited their performance, eg <i>I felt that the repetition drills such as repeating my overhead clear, allowed me to practice my transfer of weight, which helped me improve my ability to generate more power in my shot. This helped me to clear the shuttlecock to the back court, placing my opponent under pressure.</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
7a	The structures, strategies and/or compositional elements that are fundamental to activities.	1&2	<p><u>Select a relevant structure, strategy or composition</u></p> <p>The candidate must describe their role within Structure, Strategy or Composition. Some may do this by describing the whole strategy and referring to the role that they played as they describe the whole strategy. Alternatively some may describe their role in isolation having identified the Structure, Strategy or Composition.</p> <p>These will include fast break/zones/1-3-1/horse shoe offence in basketball/man/man defence.</p> <p>Football-4-2-4 ie 4-3-3/3-5-2</p> <p>Badminton front-back-side-side</p> <p>Gymnastics particular sequence-routine</p> <p>Volleyball-rotation</p> <p>Hockey penalty corner</p> <p>For example Fast break...<i>I played the guard in the strategy...I called the code and broke wide to the elbow of the key...I received a pass in both hands...I dribbled quickly up the middle lane with the ball under control...I assessed my options at the top of the key...I made a quick decision and made a pass to the forward who was in most space...</i></p> <p>4-4-2...<i>I played as a right winger in midfield...in attack I had to be disciplined and stay on the touchline to create width...on receiving the ball I had to make a decision of how I was going to beat my full back to get a cross into the box...I used my speed to knock it passed and ran to the touchline where I would play a range of crosses depending who was offering support in the box...whilst defending I had to back track quickly to offer support to the full back who was on my side...</i></p>		4 marks available
7b	Identification of strengths and weaknesses in performance.	1&2	<p><u>Roles and relationships</u></p> <p>Individual strengths in a structure, strategy or composition.</p> <p>For example... <i>I played as a centre in the 2.1.2 Zone defence as I was tall...this allowed me to form a rebounding triangle with the baseline players...my height meant that I could jump early to win the ball gaining possession for my team...I was also strong...this 'boxed' out opposing players who were attempting to contest the rebounds...I also was fast across the surface area...this allowed me to provide cover if the seams of the zone were broken...</i></p> <p>For example...<i>I played as a centre forward in hockey...my speed allowed me to stretch the opposition's defence leaving a larger area for the supporting players to exploit...I was also quick to throw passes giving me time and space to make more effective decisions...I could also link up effectively with the midfield players ...</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
7c	Identification of strengths and weaknesses in performance.	1&2	<p><u>The limitations of various systems of play</u></p> <p>The responses may refer to the structure, strategy or composition in a general way For example...4.4.2 in football... <i>having only two attacking made our attack less threatening...also only having four players in defence meant that we were often left without cover if a long ball was played over the top.</i> Alternatively...responses may link directly to problems with a specific player/role/performance... Hockey...short corner...<i>the person hitting the ball failed to hit it quickly enough across the area...this allowed the defending players to put pressure on the hitting player more quickly...the person stopping the ball was often under too much pressure due to the ball being under hit...they often took their eye off the ball as they saw the oncoming defenders advancing on them...</i></p>		4 marks available
7d	Information processing, problem-solving and decision-making when working to develop and improve performance.	2&3	<p>They may show evidence of problem solving and decision making to make their performance more effective. The candidate may decide to change structure, strategy or composition completely. For example, <i>in basketball 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 less successful shots as they were under more pressure ...forced them to try and drive to basket. They made more mistakes ...scored fewer baskets as they were poor at driving to basket...we won more turnovers and could attack more.</i></p> <p>The candidate may decide to adapt the structure, strategy or composition. For example, <i>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 player 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 midfielder was able to delay attack ...allow others to get back.</i></p> <p>The candidate may also decide to complete a training programme to address weaknesses. This may demonstrate a range of progressive practices/drills linked specifically to the weak areas identified in part (c).</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
7e	Information processing, problem-solving and decision-making when working to develop and improve performance.	4	<p>The question is open in nature. Candidates should identify areas and then go on to provide reasons why it would further develop performance.</p> <p>For example...In volleyball...<i>we could aim to further improve our timing when jumping to block...this would put the opposing attack under more pressure allowing us to defend more effectively picking the ball up on more occasions...</i></p> <p>In basketball... <i>the guard could aim to improve their timing of the pass at the top of the key...this would further improve the strategy as the forwards could drive in under less pressure to attempt a lay...scoring more points.</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
8a	The structures, strategies and/or compositional elements that are fundamental to activities.	1&2	<p>Select a relevant structure, strategy or composition</p> <p>The candidate must describe the Structure, Strategy or Composition. 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 –</p> <p>May use diagram and receive marks.</p> <p>The description should include details regarding the specific roles within the strategy and what each player did within their role.</p> <p>Fast Break: The strategy consists of 5 players; two centres, two forwards and a point guard...centre wins rebound...guard calls code and breaks to elbow of the key...centre pivots and passes accurately to guard...forwards sprint forward filling right and left lanes...guard dribbles quickly up the centre of the court...</p>		4 marks available
8b	The structures, strategies and/or compositional elements that are fundamental to activities.	1&2	<p>The candidates may respond to the question in two ways. Firstly they may provide an applied knowledge response where they give reasons on the benefits of the strategy eg Fast break...<i>it leaves the opponent's defence stretched across a large surface area giving our team more space to exploit...the forwards width at the top of the key stretched the opposition's defence giving the guard more space to execute the final pass at the top of the key</i></p> <p>Alternatively the candidate may answer through strengths in their selected strategy... 3-5-2 in football...<i>we had fast wing backs who were able to support the forwards...they were disciplined and provided width to the attack...our three defenders were strong and tall and the opposing strikers found it difficult to hold up the ball due to our defenders being more physical.</i></p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
8c	The structures, strategies and/or compositional elements that are fundamental to activities.	1&2	<p>The candidates may attempt the question through using their applied knowledge or identifying performance weaknesses.</p> <p>For example in Netball, <i>during our centre pass strategy we found that the first two options were not available due to our players being double marked, as our opponents had worked out the pattern of our centre pass strategy. Our team panicked and were unable to complete the series of passes.</i></p>		4 marks available
8d	Information processing, problem-solving and decision-making when working to develop and improve performance.	2	<p><u>Changing/ adapting a structure, strategy or composition in response to performance demands</u></p> <p>The responses will depend on the choice of structure, strategy or composition selected. For example, in basketball <i>we were playing a 2-1-2 zone...opposition had good outside shooters... scored frequently. We adapted the zone strategy to a box +1 to put pressure on the outside shooter.</i></p> <p>The candidate may decide to alter the structure, strategy or composition. For example, <i>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 changed to a 3-5-2...this gave us the option of having a sitting midfielder who positioned themselves in front of the defence as we attacked...as our attack broke down the sitting midfielder could pressure the ball delaying the attack giving the supporting midfielders a chance to recover...</i></p>		4 marks available
8e	Information processing, problem-solving and decision-making when working to develop and improve performance.	4	<p><u>Affect on whole performance</u></p> <p>The response should provide details regarding the improvement to whole performance. <i>2.1. 2 zone to sagging man to man...players now responsible for marking own player...putting more pressure on attack...lead to more turnovers...confidence grew as we prevented the opposition scoring...less space for the opposing team to exploit space in key as 'help' defence was available...fewer baskets conceded...</i></p>		4 marks available

[END OF MARKING INSTRUCTIONS]