



2015 Physical Education

Higher

Finalised Marking Instructions

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Part One: General Marking Principles for: Physical Education Higher

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

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

GENERAL MARKING ADVICE: Physical Education Higher

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

Introduction

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

Marking the Scripts

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

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

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

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

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

Marking criteria (Appendix 1)

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

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

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

Outcome 1 – Analyse a performance in an activity

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

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

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

Outcome 2 – Use knowledge and understanding to analyse performance

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

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

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

Outcome 3 – Monitor a programme of work

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

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

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

Outcome 4 – Evaluate the analysis and development process

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

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

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

Part Two: Marking Instructions for each Question

Area 1: Performance Appreciation

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate should demonstrate a level of critical thinking when considering the benefits of using models of performance.</p> <p>Model Performers: Explanations offered about the importance/benefits/advantages of considering MPs may include the opportunity for less experienced performers to:</p> <ul style="list-style-type: none"> • observe quality/effortless performance and/or application of skills • compare before/after development • monitor progress/targets • increase motivation • provide challenge(s) • provide meaningful feedback • mirror training/practices • copy the execution of skill/technique • inspire design ideas • be given accurate feeds/placement • make quicker progress • can prevent bad habits from forming, etc. <p style="text-align: right;">(4 points – 4 marks)</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>To demonstrate acquired Knowledge and Understanding, the candidate's response should include descriptive detail about their personal performance in relation to 2 selected qualities.</p> <p>The mark allocation is a 3/3 split.</p> <p>Qualities: In relation to any of the qualities selected a detailed personal description should be included in the candidate's response. In this respect the candidate may elect to answer from the viewpoint of having a positive or negative effect on performance. Similarly the description could be offered via a summary of S&W OR strengths only OR a comparative summary via a model performer.</p> <p>For example, should the candidate select:</p> <p>Technical: Reference may be made to wide repertoire of skills eg my dribbling, passing, shooting etc is consistent and accurate; this may be accompanied by clarification of success rate/quality of execution of PAR. For example, like a model performer I execute my ... with power, etc.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(b)	<p>(cont)</p> <p>And/or</p> <p>Physical: Reference may be made to more than one aspect of fitness. To support KU the candidate must describe how the selected aspect of fitness affected performance. For example, my high levels of CRE, Speed Endurance helped me maintain pace and track my opponents continuously ... etc ... my poor flexibility makes it difficult for me to ... Unlike a model performance my lack of power meant that, etc</p> <p>And/or</p> <p>Personal: Reference may be made to inherent qualities, for example, height helped me to win rebounds consistently. Other acceptable personal qualities such as being decisive/determined/confident/competitive etc, put me at an advantage and intimidated my opponents, etc.</p> <p>And/or</p> <p>Special: Reference may be made to the ability to create opportunity, disguise intent, make performance look more dynamic, apply flair, had the ability to choreograph routines/link complex skills etc. For example, these unique qualities helped me to fake my intent and so wrong foot my opponent/my routine was exciting to watch OR this helped me gain more points, etc.</p>		

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

Question		Expected Answer(s)	Max Mark	Additional Guidance
1	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>For 4 marks. The candidate should include some or more of the following points. Their answer should include detailed discussion to demonstrate the difference between monitoring and reviewing.</p> <p>The importance of monitoring and reviewing. A good response will highlight the differences/benefits of the purpose of monitoring = 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 = summative process. Many candidates will repeat or include some of the previously mentioned comments. However reference to the evaluation of the whole process ie the impact of the training/development programme/ programme of work should be highlighted. Judgements on the success/effectiveness of the programme used PLUS judgements on the success/effectiveness to whole performance must be clearly defined.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate's response should include full detail with relevant examples to demonstrate acquired Knowledge and Understanding.</p> <p>It is perfectly acceptable that the candidate may offer from an individual/team perspective.</p> <p>Mental factors: A good response will include detailed Knowledge and Understanding about the effects of cognitive and or somatic anxiety, state of arousal/managing emotions/dealing with stress. Other points raised may include lack of concentration, self-belief or confidence etc.</p> <p>Reference may be made to the potential effects of positive and negative mental factors on performance and or the internal/intrinsic, external/extrinsic effects. For example, a positive influence will impact upon performance by increasing state of mind/state of arousal and so enable the performer to produce sound levels of effectiveness/perform at maximum potential level/handle the pressure and remain calm/make appropriate decisions and enable appropriate actions in response to the immediate situation. There may be heightened awareness/confidence/early preparedness/few unforced errors/sustained performance standards and production of consistent application of skills to deal with the performance context. Reference may also be made to KoP/KoR or external factors such as crowd, level of competition and rewards.</p> <p>Conversely – a negative influence will impact performance producing an ineffective/erratic and unconfident performance, apprehension before; cognitive anxiety, and during performance, nerves get the better; somatic anxiety – physiological response, and so more unforced errors/fouls made, severe lapse of concentration which may cause poor decision making or an inability to stick to role related duties associated with application of structure/strategy, etc.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Integrated training The response should describe in detail an integrated programme that developed a variety of the following aspects:</p> <ul style="list-style-type: none"> • Physical (preparation of the body) • Technical (skills and techniques) • Personal (motivation and personal goals) • Special (achieving peak performance) • Mental (rehearsal, imagery, visualisation) • Strategic/compositional planning (structures, strategies and composition) <p>For example ... in badminton I wanted to develop the drop shot while improving my footwork (agility) ... I trained in the activity using repetition drills to improve my drop shot ... I also combined this with specific agility drills to improve my footwork.</p> <p>If a candidate describes only one aspect then the maximum mark awarded can only be 2</p> <p style="text-align: center;">(1 area only = 2 marks max)</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>3 marks for the 'Why' 3 marks for the description</p> <p>Evaluating performance The response should focus on reviewing as a summative process. Reference should be made to some of the following:</p> <ul style="list-style-type: none"> • Achieving goals • Motivational effects • Setting new targets • Appropriateness of course of action • Success of training programme • Comparing whole performance before and after training <p>For example ... I compared my performance when playing badminton before training to see if I had improved the effectiveness and consistency (technical qualities) of my overhead shots in the game.</p> <p>The response must also focus on giving a clear description of method(s) used to evaluate overall performance following programme of work.</p> <p>For example ... match analysis, video of whole performance.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Where a candidate's response outlines one demand a maximum of 2 marks may be awarded.</p> <p>Demands: Technical, Physical, Mental and Special. Candidates may demonstrate acquired knowledge and understanding across all related demands or focus on one more comprehensively. Similarly, candidates may demonstrate acquired knowledge and understanding in respect of the unique game/event demands or emphasise the demands unique to the role/solo/duo performance relative to the activity selected.</p> <p>Special Performance Qualities: The responses will be wide ranging and relevant to the activity selected. Candidates may demonstrate acquired knowledge and understanding in respect of the specific role/solo related demands necessary for an effective performance.</p> <p>Reference to the application of a series of complex skills will impact on performance in competitive situations. For example: in relation to role demands ... as a central defender I am pushed to my limits in the later stages of the game ... it is essential that I time my tackles or I will give away penalties ... I need to control the ball artistically to wrong foot my opponent and get the ball out of danger areas ... etc</p> <p>In relation to solo demands ... as a gymnast I know that my tumbling routine has many complex skills that need to be performed in a linked sequence ... I need tremendous focus as often I will be pushing myself to the limits ... etc ... most importantly I need to add flair and fluency in my routine to attract the best marks from the judges ... etc.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
2	(d)	<p>(cont)</p> <p>Candidates, who are elite performers, may demonstrate acquired knowledge and understanding in respect of the application of strategy/composition at appropriate times to ensure an effective performance. Often this link is made in cognisance of knowledge of results and or knowledge of performance. For example: reflecting on previous performances we knew to double mark their key player as this would ... etc ... by applying a man to man strategy immediately would effectively tire them out and give us an advantage ... etc ... reflecting on my previous results I had to decide which solo piece to execute that would attract the best marks from the judges ... etc.</p>		

Area 2: Preparation of the body

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Information gathering The response must show evidence of the importance of gathering evidence about the student's fitness.</p> <p>Reference should be made to some of the following:</p> <ul style="list-style-type: none"> • Starting point for training • Goal/target setting • Needs are identified • Comparisons before and after training possible • Identifying strengths and weaknesses in relations to types of fitness required for activity • Comparison with national norms <p>For example I need to know what my base level of fitness was before I started training ... this lets me identify my training load before I begin my programme.</p> <p style="text-align: center;">(During and After – 0 unless used to support point (a))</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>For 6 marks. A candidate may use different approaches to answer this question. They could select all three types of fitness or two types in detail or one type referring to the relevant aspects in detail.</p> <p>Physical, skill related and mental fitness Physical fitness – CRE – speed – muscular endurance – flexibility – stamina – strength – aerobic – anaerobic endurance – speed endurance – power</p> <p>Skill – reaction time – agility – co-ordination – balance – timing – movement anticipation</p> <p>Mental – level of arousal – rehearsal – managing emotion – visualisation</p> <p>All should make reference to how they relate to effective performance in the activity</p> <p>(Range = 2 plus aspects with any type If only 1 aspect – Max of 3)</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
3	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Candidates should describe in detail how progress was monitored during the training programme.</p> <p>The importance of planning and monitoring training using particular methods Methods used could include video, observation schedules/training diary/logbook, personal evaluation or game analysis.</p> <p>For example, I used a training diary...this allowed me to keep a note of my progress...allowed me to see whether my training had been effective...if I had achieved my short term goals...if my training had been set at the correct level...to see if my overall performance had improved.</p> <p style="text-align: right;">(1 method in detail 2 or more)</p>	4	
3	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must DISCUSS how the information was used to make changes to the programme. Some examples may be provided as to the changes made.</p> <p>Candidates should provide qualitative and/or quantitative details of how the data gathered was used. For example: to check the effectiveness of the training which has taken place so far within the programme, to substantiate the fitness progress or regress, to alter the frequency/duration/intensity of the programme, to incorporate other principles of training into the programme to further improve, to justify changes in training approaches, to provide motivation, to make alterations to short/medium/ long term goals.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must be specific about the activity and/or the role they play/performance they gave.</p> <p>The candidate must explain how aspects of physical fitness were essential in delivering effective performance.</p> <p>Candidates who choose to answer only on one aspect of physical fitness can access full marks providing the explanation is full, clear and detailed.</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>For 6 marks. The candidate should show both acquired and applied Knowledge and Understanding in relation to the training selected and should include some or more of the following.</p> <p>This will be a 2/4 split with the main marks for the appropriateness of training selected.</p> <p>Types of training There should be a description of some form of training for selected approach, eg Within – fartlek short sprints and then continuous paced running with description of what they did Outwith – circuit training/weight training with description of what they did sets/reps/ types of exercise Combination – continuous training in pool/weight training outwith pool with appropriate description of what they did</p> <p>Appropriateness – within – can involve activity specific movements and can develop skills as well as fitness – involve demands of the activity – can simulate the pressure demands of a competitive situation – can be fun and motivational Outwith – can develop both general and specific muscles/fitness – easy to do – minimum of equipment Combination – some of the above reasons but firmly explained why – variety in different training methods.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate both acquired and applied Knowledge and Understanding with regards to principles of training. A 4/2 split should be applied.</p> <p>Principles of training The answer must refer to the principles of training. Most of the following principles should be referred to: specificity to activity/person/ performance – progressive overload – frequency – intensity – duration – adaptation – rest/recovery/over training/reversibility. You will probably have detail or description of how they were applied to programme and also explanation and justification why they were considered.</p> <p>Tedium For example: I made sure the training was specific to the weakness identified ... also demands of activity ... I trained 3 times per week with rest every other ... allowed body to recover ... applied overload after week 3 ... increased number of sets ... training became harder and body adapted to new load ... as I was getting fitter ... variety within programme ... prevent boredom and keep motivation high.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
4	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate relevant Knowledge and Understanding and show critical thinking about the impact of training on whole performance.</p> <p>Impact on performance For example: During my basketball game my improved level of CRE ... allowed me to keep up with my player even in later stages of the game ... I was still able to get back quickly to defend ... was able to maintain a high level of performance throughout the game.</p> <p>The evidence must relate to the whole performance, with relevant answers given.</p>	4	

Area 3: Skills and Techniques

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>A good response would include reference to the number of subroutines within the skills and the number of variables involved for example position of opposition, physical demands, number of options/decisions to be made which sets simple skills apart from complex skills. Candidates might go on to give examples of both types of skills. eg A simple skill, for example the serve in tennis, is a skill where there are few sub-routines or perhaps even movement involved. A complex skill is where there is a lot to think about for example the volley in tennis. The ball is moving and coming at me from different angles and I have a lot more decisions to make before and, as I hit the ball.</p> <p>2,2 mark allocation</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>A good response here would make reference to the environment in which the skill is performed. Open skills are performed in an environment which can be changing and would rely on the performer being able to adapt the execution of the skill depending on what the environment demands. For example external factors such as the weather, pressure from a defender, the pace of a ball passed to you. The candidate may also describe the open skill and the context in which it is played. In terms of closed skills the response again might include an example of such a skill and should contain reference to the stable environment in which this skill could be used. For example in basketball the free-throw is a closed skill whereas a field goal in open play would be classed as open skill.</p> <p>2,2 split</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>For 6 marks. The candidate should include some or more of the following points. Their answer MUST include detailed description about the tools used. Simply naming the method is not sufficient. This may be equitable for a 3/3 mark split or bias.</p> <p>Appropriate methods Description of the method(s) used must be offered; a diagram will often feature to support answer. The appropriateness of the methods described should enable either qualitative or quantitative details of performance progress. A range of relevant methods will be selected from: movement/mechanical or consideration of quality.</p> <p>Explanations offered about appropriateness may include, it provides evidence to compare progress/targets/improvements. It is a permanent record, can be used time and time again, aids motivation, and ensures further challenge and progress, information can be gathered at the beginning/middle and end etc. If video is used, reference will be made to pause/rewind facility etc.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate's response should demonstrate Knowledge and Understanding about the design of the programme followed. In this context both acquired and applied Knowledge and Understanding is examined.</p> <p>The mark allocation is 2 for outline and 4 for discussion.</p> <p>Programme of work: The responses offered will be wide ranging and will depend on the candidate's choice of skill/technique identified for development in part (c).</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 programme followed should be described with reference made to some of the following considerations: Stage of Learning, Skill complexity/Skill classification, Model Performer, Feedback, Goal Setting etc.</p> <p>Programme references may include details of weeks 1 & 2, weeks 3 & 4, weeks 5 & 6 etc or I used a gradual build up/WPW approach to my development programme etc.</p> <p>The content and structure given must be justified with progressions exemplified to demonstrate Knowledge and Understanding.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
5	(d)	<p>(cont)</p> <p>For example, at the cognitive stage: many shadow/repetition practices were incorporated to ensure ... etc. At the associative stage some shadow/repetition practices progressing to combination drills, etc. At the automatic stage of learning more pressure/problem solving drills were used to advance and challenge learning and performance development When using a gradual build up to improving my handspring was appropriate as it gave me confidence at each specific stage and so I ... etc.</p>		

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate could make reference to:</p> <ul style="list-style-type: none"> • Timing • Effectiveness of movement, economy • Consistency • Ability to vary using a variety of skills and techniques • Select correct options • Cope with various demands • Move opponents around court 	4	
6	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>2 marks for description of method and 4 marks for explanation of appropriateness of methods.</p> <p>Practice considerations A good response will include details relevant to the selection and appropriateness of the MOST relevant methods of practice/development/training available. Considerations of different methods will be evident in the process. Examples relevant to selected methods will be included highlighting the selections made.</p> <p>For example, at the cognitive stage, many shadow/repetition practices were incorporated to ensure ... that I could understand ... and practice the movements of the skill ... with no pressure. At the associative stage some shadow/repetition practices progressing to combination drills ... etc. At the automatic stage of learning more pressure/problem solving drills were used to advance and challenge learning and performance development.</p> <p>A link to other relevant factors may include; whole part, gradual build-up, mass/ distributed, closed/open contexts etc.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate's response should demonstrate sound Knowledge and Understanding about the principles of effective practice with exemplification of HOW these were applied. In this context both acquired and applied knowledge is examined.</p> <p>Progressive Stages</p> <ul style="list-style-type: none"> • Awareness of model performer • References to strengths and weaknesses • Work/rest ratio • Setting clear objectives <p>4 marks for explanation of principles of effective practice and 2 marks for appropriate examples.</p> <p>Principles of effective practice Often the acronym SMARTER features in the candidate's answer. A good response will include a systematic discussion of each of the principles inclusive of exemplification of how these principles were applied to the programme described in part (b). For example, practice should be specific, measurable, attainable, realistic, time related, exciting and regular ... as my programme was specific it helped me to achieve success ... I could target the specific part of my technique that needed most improvement. I knew to set targets and raise them once ... this ensured my practice was motivating etc.</p> <p>Other relevant knowledge will reference to factors such as practice needs to show progression to ensure targets were reached/ enabled refinement/remediation/regression as required, increased motivation, improved confidence, consideration of work rest ratio etc.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
6	(d)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate will refer to types of feedback eg written, oral, video</p> <ul style="list-style-type: none"> • Immediate • Specific <p>and explain the importance. Purely describing feedback can only gain 2 marks.</p> <p>A candidate may refer to various types of feedback or give a very detailed explanation of one type to access full marks.</p>	4	

Area 4: Structures, Strategies and Composition

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The candidate must demonstrate applied Knowledge and Understanding about the factors considered when selecting a SSTC.</p> <p>The responses will be wide ranging and will depend on the choice of SSTC selected. Responses will include some of the following – strengths and weaknesses of your own team – strengths and weaknesses of the opposition – particular strengths of individual players within the SSTC – experience of players in team or opposition – previous results – how long you can apply the SSTC – score in the game – time in the game – weather/ground conditions – amount of space to perform in – type of music/apparatus selected – spectators – when to apply/adapt/change.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(b)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Recognising the demands of individual roles during performance.</p> <p>For example: 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.</p> <p>The candidate should give details of the specific responsibilities a particular role demands. This can include attacking, defensive responsibilities or, in a creative environment, decisions a performer might make during a performance to adjust positioning or even timing.</p> <p>The candidate may also describe a structure, strategy or composition they have performed within, but it is important that their ROLE within this is identified.</p> <p>The possible structure, strategy or composition might be: fast break/zones/1-3-1/ horse shoe offence in basketball/man-man defence</p> <p>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>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>The role identified should remain the focus for the programme of work. Either to deal with weaknesses and/or to ensure steady development of the structure, strategy or composition.</p> <p>The answers might include identification of weakness(es). Some candidates may answer by referring to the weakness(es) as a team or as an individual, and should make reference as to how their whole performance could be affected.</p> <p>For example: My backhand volley was poor – made most errors from this technique/usually went into net or out of court – lost many points – poor second serve, often too short – opponents exploit this leading to lost points – exploitation by opponent – passed on many occasions. Also a link to other factors such as reduced confidence, lack of fitness etc may be evident in the answers.</p> <p>Candidates should show evidence of problem-solving and decision-making to make their performance more effective.</p> <p>The candidate may decide to alter the responsibilities held within the structure, strategy or composition.</p> <p>For example: in football we played a 4-4-2 formation ... we found when attacking, all 4 players in midfield would be up the park ... supporting the forwards ... when the attack broke down the opposition often broke quickly ... our midfield were slow to get back ... our defence was under pressure ... we adapted the structure, strategy or composition by having one player ... holding in midfield in front of back four ... one midfield supporting strikers ... and two in middle to move back and forward as necessary ... this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly. Holding midfielder was able to delay attack ... allow others to get back.</p>	6	

Question		Expected Answer(s)	Max Mark	Additional Guidance
7	(d)	<ul style="list-style-type: none"> • Cooperation or supporting others An explanation must be offered to detail the importance of cooperating or supporting others while performing. This might include the need to work together to mark your own opponent in a team game or to cover for a player who is caught out of position during a fast break. • Identifying or exploiting opponents weaknesses An explanation must be given to show appreciation of the need to find out the weaknesses of the opposition in order to be able to put them under pressure in a performance context. • How to develop movement motifs, phrases and themes Again the focus for the response should be an explanation of the process of building up a motif, phrase or theme and the relevance for the choreography or sequence to be performed effectively. • Timing and improvisation. The explanation should demonstrate the need for good timing and improvisation within a performance to ensure the element of unpredictability is included. 	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(a)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Critical thinking should be evident in this answer where the candidate reflects the specific strengths a performer requires to ensure successful implementation of the structure, strategy or composition. A simple description of the strengths required will not access full marks.</p>	6	
8	(b)	<p>The candidate may answer either as an individual role or as part of a team/group performance.</p> <p>If a candidate only describes ONE problem, the maximum marks awarded would be 2.</p> <p>Problems encountered The response should focus on problems which occurred when applying the selected SSC. The candidate must give a description of actual problems encountered.</p> <p>The responses will be wide ranging and will depend on the choice of structure, strategy or composition selected.</p> <p>For example in basketball we were playing a 2-1-2 zone ... opposition had good outside shooters ... scored frequently ... and as a team we were not working together as a unit ... this led to ...</p>	4	

Question		Expected Answer(s)	Max Mark	Additional Guidance
8	(c)	<p>A good response should include some or most of the points as outlined in the Relevant Content Guide.</p> <p>Answer should demonstrate critical thinking and decision making in the justification of any changes/adaptations or in the training programme which was organised to overcome the problems faced.</p> <p>3/3 mark split or 2/4 split may be applied if one answer is particularly strong.</p> <p>The importance of adapting and refining a structure, strategy or composition in response to performance demands</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 performance more effective. The candidate may decide to change structure, strategy or composition completely. For example, 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 less baskets as they were poor at driving to basket ... we won more turnovers and could attack more.</p>	6	
8	(d)	<p>For 4 marks. The candidate should explain how they evaluated improvements to SSTC. They should include some or more of the following.</p> <p>Evaluation</p> <p>Methods selected to gather information on improvements – video-game analysis – observation schedules – knowledge of results – criteria check lists – statistics – personal reflection – feedback internal/external – comparison to previous information gathered.</p>	4	

[END OF MARKING INSTRUCTIONS]