



2011 Physical Education

Higher

Finalised Marking Instructions

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Higher Level Physical Education

2011 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) 6 marks		<p><u>Model Performance</u> The response may focus on the student's strengths and weaknesses in comparison to model performance.</p> <p>Reference could be made to a range of qualities:</p> <ul style="list-style-type: none"> • Technical • Physical • Personal • Special <p><i>For example, unlike a model performer I do not have a repertoire of skills to meet the technical demands...I fail to execute my...at the correct time and lack consistency, fluency. Unlike the model performer I took clumsy and lack economy of movement...they make everything look effortless...their movements/application of skills are used at the right time. However, like the model performer, I can manage my emotions...I rarely display bad temper and concentrate fully on my game/role.</i></p>
	b) 4 marks		<p><u>Performance qualities</u> The student should select ONE quality. The response should focus on how components of this quality were improved over a number of sessions.</p> <p>It is important that the student is able to describe the actual programme of work used to improve the selected quality.</p> <p><i>For example...to develop my technical ability in badminton I initially worked on my overhead clear and my net shot in isolation...I did this by using feeder practices...I focused on my movement to the shot and my recovery back to base...I then moved to make use of pressure drills and conditioned games...</i></p>

	<p>c)</p> <p>4 marks</p>		<p><u>Performance Strengths</u></p> <p>The response should focus on how strengths within the selected quality were utilised in whole performance.</p> <p><i>For example...physical quality...in football...Being powerful enabled me to win more headers and compete in tackles...being strong helped me hold off defenders when I was in possession of the ball...being fast enabled me to run into space to receive a pass.</i></p>
	<p>d)</p> <p>6 marks</p>	<p>3 marks for the 'Why'</p> <p>3 marks for the description</p>	<p><u>Evaluating performance</u></p> <p>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><i>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.</i></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><i>For example...match analysis, video of whole performance.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
2	a) 4 marks		<p><u>Nature of performance</u> The response should focus on the following:</p> <ul style="list-style-type: none"> • Individual/team • Duration of event • Number of participants • Environment (indoor/outdoor) • Directly/indirectly competitive • Scoring system • Rules • Codes of conduct • Spectators/audience <p><i>For example...in a tennis game there can be 2 players (single) or 4 players (doubles)...a game can last 3 sets or 5 sets. A women's game last for 3 sets. The winner is the person who is the first to achieve 2 sets...the winner of the set has to win by more than one game...if a set is tied at 6 all...a tie break follows...</i></p>

	<p>b)</p> <p>4 marks</p>		<p><u>Mental preparation</u></p> <p>The response should give a clear description of how the performer prepared mentally for performance.</p> <p>Reference may be made to the following.</p> <ul style="list-style-type: none"> • Deep breathing • Mental rehearsal • Visualisation • Trigger words • Meditation • Self talk <p><i>For example to enable me to control my anxiety prior to performing my gymnastics routine...I used visualisation to picture myself completing my floor routine successfully...this let me see myself going through all the parts...linking together...landing securely.</i></p>
	<p>c)</p> <p>6 marks</p>	<p>If student describes only <u>one</u> aspect then the maximum mark awarded can only be 3.</p>	<p><u>Integrated training</u></p> <p>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><i>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.</i></p>

	d) 6 marks		<p><u>Whole performance improvements</u></p> <p>The response should include discussion and evaluative comments on how student's overall performance was improved.</p> <p>It would be expected the student would give examples of improvements made as a result of training.</p> <p><i>For example...Working on my deep breathing helped me to stay calm and avoid distractions around the poolside before the race started. This helped me get a good start...the work I carried out on my tumble turn technique made my turn smoother, more powerful and shallower. This resulted in...the programme enabled me to...as a result my performance...</i></p>
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			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
3	a) 4 marks		<p><u>Information gathering</u> 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><i>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.</i></p>
	b) 6 marks	This is a holistic answer. If a student only shows knowledge of 2 phases, the maximum mark awarded can be 5.	<p><u>Phases of training</u> The response must show evidence of acquired knowledge of the phases of training. Reference must be made to each of the following phases:</p> <ul style="list-style-type: none"> • Pre season • Competition • Transition/close season <p><i>For example before the hockey season starts I know I have to build up my aerobic fitness so that I have gained a sound base to then move onto more intense, competition phase...in the close season I would return to winding down, keeping my fitness ticking over by general swimming, cycling etc.</i></p>

	c) 4 marks		<p><u>Phases of training – training programme</u></p> <p>The response must describe a relevant training programme for the selected phase of training. Reference should be made to some of the following methods of training:</p> <ul style="list-style-type: none">• Continuous running• Interval running• Circuits• Fartlek• Conditioning• Weights• Relaxation, breathing and rehearsal <p><i>For example...in the pre season for football...I carried out a circuit 3 times a week...I did various sets of repetitions and exercises designed to build up my aerobic fitness...these included step ups, sit ups, shuttle runs, squat jumps...</i></p> <p><i>In the competition phase I used plyometrics to build up the power in my legs for jumping to head the ball...I also worked on set plays such as corner kicks to allow me to practice jumping under pressure in a competition situation.</i></p> <p><i>In post season I did some gentle cycling and swimming to allow some rest and recovery and keep my fitness ticking over...</i></p>
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	<p>d)</p> <p>6 marks</p>	<p>This is a holistic answer.</p> <p>2 marks for examples of goals and 4 for the discussion.</p>	<p><u>Goal setting</u></p> <p>The response should show evidence of the factors considered when setting goals. The student should also provide examples of the goals they set. Reference should be made to the following:</p> <ul style="list-style-type: none"> • The point in the season • Current level of performance • Competition phases • Appropriateness of chosen goals eg achievable and realistic • The use of goals to enhance motivation • The ability to monitor progress towards achieving goals • Types of goals eg short or long term <p><i>For example I set myself a short term goal for swimming was to improve my time for the 50metres front crawl over a period of a month by 1 second...this gave me a realistic target to work towards and motivated me to work hard and stay focused when training...another goal I set was to improve the strength for the arm action in the front crawl...this would enable me to have a more efficient pull through the water...leading to an improved time for my overall swim...this would be a long term target...</i></p>
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			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
4	a) 4 marks	If a student selects only one aspect of mental fitness, the maximum mark awarded is 2.	<p><u>Mental aspects of fitness</u> The response should focus on explaining the aspects of mental fitness. Reference should be made to some of the following:</p> <ul style="list-style-type: none"> • Level of arousal • Mental rehearsal • Managing emotions • Visualisation • Managing stress/pressure • Concentration • Determination • Motivation <p><i>For example...in basketball as the ball carrier, I was able to handle the pressure my opponent put on me...I also was able to manage my emotions when my opponent appeared to foul me and the referee did not award a foul...this ensured I did not pick up a technical foul by reacting to this decision.</i></p>

	<p>b)</p> <p>6 marks</p>	<p>The question is a 3/3 split for physical and skill related fitness.</p> <p>*Even if they only give <u>one</u> aspect of skill and physical they can still get 3 marks for physical.</p>	<p><u>Skill and physical aspects of fitness</u></p> <p>The response should include detailed description of relevant aspects of physical and skill related aspects of fitness in relation to the selected activity. Reference may be made to the following:</p> <p>Physical</p> <ul style="list-style-type: none"> • Speed • Strength • Power • Flexibility • Cardio respiratory endurance • Speed endurance • LME <p><i>For example I high level of CRE allowed me to track and help out my defence as well as supporting attackers throughout the whole game...having good strength allowed me to jump and challenge for high balls and crosses.</i></p> <p>Skill Related</p> <ul style="list-style-type: none"> • Reaction time • Agility • Balance • Timing • Coordination • Movement anticipation <p><i>For example...in badminton, good agility allows me quick movement to reach the shuttle or change direction quickly...good timing enables me to connect with the shuttle in the correct place allowing me to execute the shot correctly.</i></p>
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	<p>c)</p> <p>6 marks</p>	<p>If a student describes and lists the principles of training, the maximum marks awarded can only be 3.</p>	<p><u>Principles of training</u></p> <p>The response should show acquired knowledge of the principles of training considered when planning a fitness training programme. Reference should be made to the following:</p> <ul style="list-style-type: none"> • Specificity – activity, personal and aspect of fitness • Overload – frequency, intensity and duration • Progression • Rest and recovery • Reversibility • Adaptation <p><i>For example I made sure the training was specific to the weakness identified...also to the demands of the activity...I trained 3 times per week with rest every other day...this allows my body to recover</i></p>
	<p>d)</p> <p>4 marks</p>		<p><u>Adaptation to training programme</u></p> <p>The response must refer as to why changes were made to the student's training programme. Reference could be made to the following:</p> <ul style="list-style-type: none"> • To provide qualitative or quantitative details of the effectiveness of training programme • To ensure progression and challenge while training • Correct intensity of training programme • To ensure motivation stays high while training • To make sure short term goals are achieved • To prevent boredom and provide variety • To return to training after injury or absence from training <p><i>For example I applied overload after week 3 of my training programme...I did this by increasing the number of sets because I was finding my training too easy and knew I needed to keep forcing my body to adapt and get fitter...this prevented boredom and kept my motivation high.</i></p>

			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
5	a) 4 marks		<p><u>Gathering information on Performance Strengths or Weaknesses</u> The response should focus on the information generated as a result of:</p> <ul style="list-style-type: none"> • Mechanical analysis • Movement analysis • Consideration of quality <p><i>For example when looking at my overhead clear using my PAR sheet (movement analysis), I could see at the preparation phase that I was turning side on...It became obvious to me that my weakness was at the action phase. I was not using a straight arm or hitting the shuttle when it was in front of my body. The transfer of weight was also not happening from my back foot to my front foot. At the recovery phase...</i></p>
	b) 4 marks		<p><u>Appropriate methods of data collection</u> The response should focus on the appropriateness of the method described. Students must justify why the approach was appropriate. Reference should enable either qualitative or quantitative details of performance progress.</p> <p><i>For example this provides evidence to compare progress/targets/improvements...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. When using a video there is the opportunity to benefit from using the pause/rewind facility etc.</i></p>

	<p>c)</p> <p>6 marks</p>	<p><u>Course of action</u></p> <p>The response should focus on the justification of the candidate's chosen course of action.</p> <p>The response must indicate details of the considerations/critical debate about the selection and appropriateness of the materials of practice/development programme followed. In this respect the candidates should be convincing in their argument about why one method was selected in preference to another ie the 'process' should be obvious and justified.</p> <p>The course of action followed should be detailed with reference to some of the following considerations:</p> <ul style="list-style-type: none"> • Stages of Learning • Skill complexity • Skill classification (open/closed) • Model Performer • Feedback • Goal setting • Methods of practice <p>Programme references may include actual description of the work carried out over a period of time.</p> <p><i>For example As I was at the cognitive stage – I used many shadow/repetition practices to ensure – etc. At the associative stage I used some shadow/repetition practices progressing to combination drills...etc. At the automatic stage of learning I knew to use more pressure/problem solving drills as these would challenge me more...etc. I found the? skill very difficult so decided to use gradual build up as this would...etc. In weeks 1&2, I concentrated more on simple drills...in weeks 3-4, I progressed to more complex drills such as...etc this built my confidence as I reached my target of...etc.</i></p>
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	<p>d)</p> <p>6 marks</p>	<p>If a student describes and list the types of feedback, the maximum marks awarded can only be 3</p>	<p><u>Feedback</u></p> <p>The response should focus on the variety of types of feedback available when developing performance.</p> <p>The student should comment on a combination of methods of feedback such as kinaesthetic, knowledge of results, knowledge of performance, verbal visual or written feedback when developing their performance. Responses must include the importance of using more than one type of feedback in the development process.</p> <p><i>For example while developing my performance, I used my General observation schedule (written feedback) to identify the weakness in my game...this was useful as it...I then made use of the visual feedback from the video recording (visual feedback)...to see for myself where my volley was letting me down. By using different types of feedback I was able to get a full picture of my strengths and weaknesses, making my data collection more valid and reliable.</i></p>
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			RELEVANT CONTENT GUIDE
Question	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
6	a) 4 marks		<p><u>Features of a model performance</u> The response must explain the advantages of considering a model performance. Reference may be made to the following:</p> <ul style="list-style-type: none"> • Range of qualities – technical, physical, special and personal • Example of high quality performance – few unforced errors, good decision making under pressure • Comparison to own performance – strengths and weaknesses • Motivation • Confidence • Goal setting • Visual picture <p><i>For example I used the Model to help me first of all get a picture in my mind's eye of what I was aiming to do...this helped me set targets and stay motivated to work through my training programme.</i></p>

	<p>b)</p> <p>4 marks</p>	<p>The student can select either</p> <ul style="list-style-type: none"> • Strengths • Weaknesses • Strengths and weaknesses <p>To access full marks</p>	<p><u>Strengths and weaknesses</u></p> <p>The response must refer to the student's strengths and weaknesses when applying their selected skill or technique. References could be made to the following:</p> <ul style="list-style-type: none"> • Preparation, action, recovery of skill • Execution of skill • Consistency in application of skill • Qualities – technical, physical and practical • Effectiveness of skill • Mechanical principles – balance, centre of gravity, levers • Fluency, control • Timing <p><i>For example...when performing the lay up in basketball, one of my weaknesses was the footwork... when executing the skill I often took off the wrong foot...this led to me being imbalanced...</i></p>
	<p>c)</p> <p>6 marks</p>		<p><u>Principles of effective practices</u></p> <p>The response must show acquired knowledge of the Principles of effective practice. Reference should be made to some of the following:</p> <ul style="list-style-type: none"> • Setting clear objective • Strengths and weaknesses consideration • Awareness of model performer • Achievable stages • Effect of boredom and fatigue • Intensity of practice • Work rest ratio <p>Often the acronym S.M.A.R.T.E.R. features in the candidate's answers</p> <p><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>d)</p> <p>6 marks</p>	<p>3 marks for description 3 marks for explanation</p>	<p>The response must give description of the method of practice used with relevant explanation as to it's appropriateness.</p> <p>The response offered will be wide ranging and will depend on the candidate's choice of skill/ technique identified for development.</p> <p>The response must include a description of an appropriate method of practice. These could include:</p> <ul style="list-style-type: none"> • Shadow practice • Opposed/unopposed practice • Gradual build up • Whole part whole • Drills • Repetition • Conditioned games • Small sided games <p><i>For example in badminton I used conditioned games...I played against an opponent where I could win an extra point if I won the rally by using the smash</i></p> <p>The second response must indicate details of the considerations/critical debate about the selection and appropriateness of the methods of practice/development programme followed. In the respect the candidate should be convincing in their argument about why one method was selected in preference to another ie the 'process' should be obvious and justified.</p>
		<p>Reference could be made to some of the following considerations:</p> <ul style="list-style-type: none"> • Stages of learning • Skill complexity/skill classification • Current Ability level • Difficulty of practice <p><i>For example, The stages of learning...As I was at the cognitive stage – I used many shadow/ repetition practices to ensure that I was able to slow the movement down as I was wanting to get the foundations of the skill correct...At the associative stage I used some shadow/repetition practices progressing to combination drills...this made my work a bit more demanding and game like...At the automatic stage of learning I knew to use more pressure/problem solving drills as these would challenge me more...etc.</i></p>

			RELEVANT CONTENT GUIDE
Question 7	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
	a) 4 marks	A response may include detailed description of one method or description of more than one method.	<p><u>Methods to gather information</u> The response should focus on how information was gathered when applying the Structure, strategy or composition (SSC). Reference must be made to the description of method(s) used to gather information on the effectiveness of the SSC.</p> <p>These may include video-game analysis-observation schedules-knowledge of results-criteria checklists-statistics-personal reflection-feedback-internal/external-comparison to previous information gathered-match analysis sheets.</p> <p><i>For example...in basketball...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>
	b) 6 marks	The student may answer either as an individual role or as part of a team/group performance.	<p><u>Recognising the need to maximise strengths within a structure, strategy or composition</u> The response should focus on how the student made best use of their strengths when applying their SSC.</p> <p>The answers may vary according to the Structure, Strategy or Composition selected. The following factors may be apparent in answers-to use particular players with particular roles-strengths of these players-type of opposition-attack/defence being applied by my team or opposition-time restrictions in game-after a particular time or situation in activity-ground/weather conditions-prior or previous knowledge of opponent/s-previous results.</p> <p><i>For example. When playing basketball we used the three tallest players we had to form the rebound triangle in our zone defence so we could collect rebounds defensively when our opposition missed their shots at the basket.</i></p>

	<p>c)</p> <p>4 marks</p>	<p>The student may answer either as an individual role or as part of a team/group performance.</p> <p>If a student only describes ONE problem, the maximum marks awarded would be 2.</p>	<p><u>Problems encountered</u></p> <p>The response should focus on problems which occurred when applying the selected SSC. The student 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><i>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...</i></p>
	<p>d)</p> <p>6 marks</p>	<p>The student may answer either as an individual role or as part of a team/group performance.</p> <p>The decisions taken may not necessarily refer to the problems described in part (c).</p>	<p><u>Decisions taken to develop performance</u></p> <p>The response should focus on how the student justified the course of action taken to develop their performance.</p> <p>Response should show evidence of problem solving and decision making to make their performance more effective. For example.</p> <p>The candidate may decide to alter 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 supporting strikers...and two in middle to move back and forward as necessary...this led to a more balanced attack and defence and allowed us to prevent the opposition breaking quickly. Holding midfield was able to delay attack...allows others to get back.</i></p> <p>The candidates may decide to follow a programme of work to develop their performance. For example in netball...the centre pass strategy was not effective because of ineffective dodging from the Wing Attack...we did some work on feinting without defenders...we gradually added passing...then passive defenders...then active defenders.</p>

			RELEVANT CONTENT GUIDE
Question 8	Part	Notes	Candidates are likely to refer to some/most of the following in their responses
	a) 6 marks	If student only selects one SSC then the maximum marks awarded is three. (3/3 split)	<p><u>Structure, strategy or composition</u> The response must focus on two different SSCs. The candidate must describe TWO Structures, Strategy or Composition. Some will also make reference possibly to the role they played as well.</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><i>For example, 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	A student can access full marks through detailed explanation of ONE advantage or by explaining more than one advantage.	<p><u>The advantage of various SSCs</u> The responses must focus on one of the selected SSC in part (a). The student must show evidence of the advantage of using this SSC.</p> <p><i>For example, the advantage in football of using a 3-5-2 formation is that it is easier to dominate midfield...can cover wide areas of pitch...has a variety of attack options linking midfield and forwards.</i></p>

	<p>c)</p> <p>4 marks</p>	<p>A student can access full marks through detailed explanation of ONE advantage or by explaining more than one advantage.</p>	<p><u>The advantage of various SSCs</u></p> <p>The response must focus on one of the selected SSC in part (a). The student must show evidence of the advantage of using this SSC.</p> <p><i>For example...My specialist setter can give me the type of set I prefer to be able to perform an effective spike...she can play a good set from even a poor first pass...giving my team the chance of more attacking plays.</i></p>
	<p>d)</p> <p>6 marks</p>	<p>If student only selects one SSC then the maximum marks awarded is 3.</p> <p>(3/3 split)</p>	<p><u>Limitations of various SSCs</u></p> <p>The response must focus on ONE limitation of EACH of the selected SSCs.</p> <p>For example...Limitations of a 3-5-2 in football is that the <i>defence can be exposed...by long passes...played straight from defence...midfield can be bypassed.</i></p> <p><i>Volleyball...the limitation of using a specialist setter is that there can be many rotational faults as people move too early before the service is taken or there is confusion in the front court as to who moves where and when.</i></p>

[END OF MARKING INSTRUCTIONS]