



**2011 Physical Education**

**Intermediate 2**

**Finalised Marking Instructions**

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## **Marking Instructions 2011**

### **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><b>Qualities</b> In relation to any of the qualities selected a description should be offered of a quality performance. Candidates may demonstrate acquired Knowledge and Understanding in respect of:</p> <p><b>Technical Qualities:</b> 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><b>Physical Qualities:</b> Candidates may opt to use steers or not. Examples are given below of possible responses; <i>eg in my gymnastics routine I used a strong, powerful round off going down the mats and on the way back I used light, springy jumps. Or high levels of Cardio Respiratory Endurance, Speed Endurance helped maintain pace and track my opponents continuously...</i></p> <p><b>Personal Qualities:</b> 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><b>Special Qualities:</b> 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. <i>eg These unique qualities helped to fake intent and so wrong foot opponent. The routine was exciting to watch. This helped gain more points etc.</i></p>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
1b	Technical, Physical, Personal and Special Qualities of performance.	1&2	<p><b>Qualities</b> In relation to any of the qualities selected a description should be offered of a quality performance. Candidates may demonstrate acquired Knowledge and Understanding in respect of:</p> <p><b>Technical Qualities:</b> 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><b>Physical Qualities:</b> Candidates may opt to use steers or not. Examples are given below of possible responses; <i>eg in my gymnastics routine I used a strong, powerful round off going down the mats and on the way back I used light, springy jumps. Or high levels of Cardio Respiratory Endurance, Speed Endurance helped maintain pace and track my opponents continuously...</i></p> <p><b>Personal Qualities:</b> 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><b>Special Qualities:</b> 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. <i>Eg These unique qualities helped to fake intent and so wrong foot opponent. The routine was exciting to watch. This helped gain more points etc.</i></p>		4 marks available
1c	Planning and managing personal performance improvement.	2	<p><b>Setting goals</b> A response will give examples of specific goals set. Eg 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.</p>		4 marks available

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
1d	Planning and managing personal performance improvement.	2&3	<p><b><u>Course of action</u></b>  A good response will include details relevant to the selection and appropriateness of the <b>MOST</b> relevant methods of practice/development ie training available. Examples relevant to selected methods and how this will bring about improvement more commensurate to model performer must be evident.  For example, <i>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 combinations ie conditioned drills to ensure refinement of shot ie against opposition I was more efficient, accurate...</i></p>		<b>5 marks available</b>
1e	Planning and managing personal performance improvement.	4	<p><b><u>Course effectiveness/impact on performance development</u></b>  A satisfactory response MUST include evaluative comments and offer examples on how and why they thought the course of action taken was effective. Eg the candidate could state what the impact of skill/technique development to WHOLE performance development was. For example, a more consistent shooter with higher shooting average/more points won, a positive benefit including greater confidence ie better help to team etc.</p>		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2a	Technical, Physical, Personal and Special Qualities of performance.	2	<p><b>Qualities</b></p> <p>In relation to any of the qualities selected a description should be offered of a quality performance.</p> <p>Candidates may demonstrate acquired Knowledge and Understanding in respect of:</p> <p><b>Technical Qualities:</b> 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><b>Physical Qualities:</b> Candidates may opt to use steers or not. Examples are given below of possible responses;</p> <p><i>eg in my gymnastics routine I used a strong, powerful round off going down the mats and on the way back I used light, springy jumps. Or high levels of Cardio Respiratory Endurance, Speed Endurance helped maintain pace and track my opponents continuously...</i></p> <p><b>Personal Qualities:</b> 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><b>Special Qualities:</b> 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.</p> <p><i>Eg 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>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2b	Technical, Physical, personal and special qualities of performance.	1&2	<p><b><u>Gathering Information on Performance Strengths or Weaknesses</u></b></p> <p>A link to identified strengths and or weaknesses may be evident. A satisfactory response will include reference to whole performance (initial data) and specific (focused data). To substantiate claims reference should be made to one or more of the following:</p> <ul style="list-style-type: none"> <li>• Movement Analysis (Observation checklist, Match Analysis sheet).</li> <li>• Preparation/Action/Recovery: Mechanical Analysis of force, levers, propulsion etc</li> <li>• Consideration of Quality: reflecting on whether your skill or technique was controlled/ fluent, or fast/slow?</li> <li>• Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame.</li> <li>• Questionnaire: Questions should be relevant to and have responses such as ‘done well’, ‘needs improvement’ or mark your performance on a graded scale.</li> </ul>		<b>4 marks available</b>
2c	Technical, Physical, personal and special qualities of performance.	1&2	<p><b><u>Strengths and Weaknesses</u></b></p> <p>The responses will be relevant to the activity selected. Candidates may demonstrate acquired Knowledge and Understanding in respect of the specific role or team/solo responsibilities, strengths &amp; weaknesses. Most likely a relevant analysis in relation to the identified technical, physical, personal and special strengths &amp; weaknesses may be evident in the candidates’ answer.</p> <p>Merit should be given according to quality of description(s) and explanation(s) offered.</p>		<b>4 marks available</b>
2d	Planning and managing personal performance improvement.	2&3	<p><b><u>Planning implications</u></b></p> <p>The candidate’s experiences will dictate the terms of reference used, eg From an individual/team game performer’s; an athlete’s or swimmer’s perspective some of the following training terms will most commonly be used: short/long term targets; pre-season; competitive season and post season; to train in/out with the activity.</p> <p>A satisfactory response will consider both acquired and applied Knowledge and Understanding. In this respect, the link to their identified needs will be highlighted with examples from the particular stages of training and types of training used. To ensure training effectiveness related Knowledge and Understanding about training principles or principles of effective practice will most likely be made.</p>		<b>4 marks available</b>



Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
2e	Planning and managing personal performance improvement.	3	<p><b><u>Monitoring</u></b> Importantly, the response may include reference to reviewing performance = summative process. Many candidates will repeat or include some of the previously mentioned methods.</p>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
3a	Physical, skill-related and mental types of fitness.	2	<p><b>Physical fitness</b> – 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><b>Skill related fitness</b> – 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><b>Mental fitness</b> – 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>		<b>4 marks available</b>
3b	Fitness assessment in relation to personal performance and the demands of activities.	1&2	<p><b><u>Accurate collection and recording of data</u></b></p> <p><b><u>Gathering data</u></b> The description of the method could be within the activity. A diagram may feature in the answer for example a time related observation schedule within football showing information relevant to the particular aspect selected which was speed and/ Cardio Respiratory Endurance. In the answer the candidate may make reference to the process as to how the information was gathered. A narrative account of what was done and <b>why</b> should be obvious showing logical thinking. Methods could include video/ performance profiles/checklists/stroke counts/breath counts/pulse counts/feedback-reliability and validity of method should be apparent. Methods could come from out with activity. For example Standardised tests will also be described, these could include: Physical – 12 minute Cooper test, Sit and reach test, Harvard step test, Bleep test Skill related – Illinois agility test, Ruler drop, Alternate hand throw. Mental-Questionnaires or self evaluation tests, internal/external feedback.</p>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
3c	Planning, Implementing and monitoring training.	2&3	<p><b><u>Appropriate methods of training to improve physical ie skill related and mental fitness</u></b></p> <p>The candidates' responses will depend on the choice of activity, the type or aspect of fitness and phase of training 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 could be within activity/out with ie combination and involve some of the following methods fartlek/continuous/conditioning/interval/circuit/weight training/relaxation/breathing/rehearsal.</p> <p><i>For example 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. 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></p> <p><b><i>Training must be linked to the phase selected.</i></b></p>		<b>5 marks available</b>
3d	Planning, Implementing and monitoring training.	2&3	<p>The candidate should show an understanding of how the training programme has affected their performance. Eg <i>now that I have increased CRE, as a midfielder I am able to track my opponent more effectively and can now last the whole 90 minutes of the game.</i></p>		<b>4 marks available</b>
3e	Planning, implementing and monitoring training.	4	<p>The candidate should identify a future development need from to further improve their performance. A good response will show how they identified this future development need, what specific difficulties they had and a summary of how they intended to work on this.</p>		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
4a	Physical, skill-related and mental types of fitness.	1&2	<p><b>Physical fitness</b> – Cardio Respiratory Endurance; speed; muscular endurance; flexibility; stamina; strength; speed endurance; power.</p> <p><b>Skill related fitness</b> – reaction time; agility; co-ordination; balance; timing.</p> <p><b>Mental fitness</b> – level of arousal; rehearsal; managing emotion; concentration.</p> <p>All responses should suggest how the type or aspect(s) chosen relate to <b>effective</b> performance in the activity.</p> <p><b>Physical fitness</b> – eg <i>in football a high level of Cardio Respiratory Endurance and speed endurance allowed me to track back and help my defence....; as well as support the attackers...; throughout the whole game...; also having good strength as a defender allowed me to jump and challenge for high balls and crosses...; and win tackles against the opposition.</i></p> <p><b>Skill related fitness</b> – 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. Good timing will allow me to hit the shuttle at the correct height above me giving me more chance to win a point because my opponent will struggle to return it.</i></p> <p><b>Mental fitness</b> – eg <i>in basketball as the ball carrier by managing my emotions I was able to handle the pressure my opponent was putting on me when closely marking...; I was able to make the correct decision and carry out the correct pass to my team mate successfully ...; taking a free throw by managing my emotions and rehearsing my routine in my mind I was able to make the free throw successful.</i></p>		<b>4 marks available</b>
4b	<p>Planning, implementing and monitoring training.</p> <p>Principles and Methods of training.</p>	2	<p><b><u>Principles of training</u></b></p> <p>The answer must refer to the principles of training. Most of the following principles should be referred to: specificity to activity; person and performance; progressive overload; frequency; intensity; duration; adaptation; rest/recovery; over training; reversibility.</p> <p>You will probably have a description of how they were applied to programme and also explanation and justification of why they were considered.</p> <p>Eg <i>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.</i></p>		<b>5 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
4c	Principles and methods of training.	2&3	<p><b><u>Appropriate methods of training to improve physical ie skill related and mental fitness</u></b></p> <p>The candidates' responses will depend on the choice of activity and 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, out with or combination and involve some of the following methods Fartlek; continuous; conditioning; interval; circuit; weight training; relaxation; breathing; rehearsal.</p> <p><i>Eg 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...; 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></p>		<b>4 marks available</b>
4d	Planning, implementing and monitoring training.	3	<p><b><u>The importance of planning and monitoring training using particular methods</u></b></p> <p>Methods used could include: video; observation schedules; training diary; logbook; personal evaluation or game/performance analysis.</p>		<b>4 marks available</b>
4e	Planning, implementing and monitoring training.	3&4	<p><b><u>The monitoring process</u></b></p> <p>A good response will show knowledge about the purpose and importance of the process. It may provide qualitative or quantitative details of whether the training is effective/working-it can substantiate the specific fitness progress-explanations may include – provide evidence to compare progress/targets/improvements — enables changes to be made – ensure future targets-further challenges-promotes motivation – whether training method was appropriate-deciding if training was at correct intensity – whether short term or long term goals had been achieved.</p>		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
5a	The concept of skill and skilled performance.	2	<b><u>Features of a skilled performance</u></b> A good response may suggest the range and qualities that are evident in a skilled ie model performance. A link to other relevant factors may include; a repertoire of skills evident and executed at the correct time with consistency, fluency, etc. Movements ie application of skills seem effortless. Management of emotions are controlled. A degree of confidence. Few unforced errors. Makes appropriate decisions when under pressure etc.		<b>5 marks available</b>
5b	Skill/technique improvement through mechanical analysis or movement analysis or consideration of quality.	1&2	<b><u>Gathering Information on Performance Strengths or Weaknesses</u></b> A link to identified strengths and or weaknesses may be evident. A good response will include reference to whole performance (initial data) and specific (focussed data). To substantiate claims reference should be made to one or more of the following: <ul style="list-style-type: none"> <li>• Movement Analysis (Observation checklist, Match Analysis sheet)</li> <li>• Mechanical Analysis of force, levers, propulsion etc</li> <li>• Consideration of Quality: reflecting on whether your skill or technique was controlled/ fluent, or fast/slow?</li> <li>• Video – Comparison of your performance with that of a model performer. The video allowed playback, freeze frame.</li> </ul>		<b>4 marks available</b>
5c	The concept of skill and skilled performance.	1&2	<b><u>Whole performance development</u></b> The responses offered may suggest the impact of skill/technique in WHOLE performance eg many errors; less points won; less confidence etc.		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
5d	The development of skill and refinement of technique.	2&3	<p><b><u>Programme of work</u></b> The responses offered will depend on the candidate's choice of skill ie technique identified for development.</p> <p>The response may include details of the appropriateness of the methods of practice/ development programme followed. The programme followed should refer to some of the following considerations: Stages of Learning, skill complexity/skill classification, Model Performer, feedback, goal setting... etc.</p> <p>Programme references may include details of weeks 1&amp;2, weeks 3&amp;4, weeks 5&amp;6, etc. <i>OR I used a gradual build up ie whole part whole approach to my development programme.</i> In this respect the notion of reliability ie validity should be apparent and justified etc.</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&amp;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> A link to other relevant factors may include; whole part, gradual build up, mass/ distributed, closed/open contexts, repetitions, target setting, model performers etc.</p>		<b>5 marks available</b>
5e	The development of skill and refinement of technique.	3	<p><b><u>Monitoring and review</u></b> Reference to appropriate data methods to facilitate comparison of improvements. Many candidates will repeat or include some of the previously mentioned comments.</p>		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6a	The development of skill and refinement of technique.	2	<p><b><u>Stages of learning</u></b>  A satisfactory response may give appropriate explanations relevant to the stage of learning described. Examples may be included to highlight their understanding in context; this may be generic or linked to a specific skill/technique.</p> <p>At the cognitive stage a performer will be reliant on a lot of instruction/feedback. The performer is learning about the sub routines of the skill/technique. Success rate/effectiveness is not refined etc.</p> <p>At the associative stage, a performer will still be reliant on instruction/feedback but will be developing ability to self evaluate. The performer is more able to link the sub routines of the skill/technique; the execution of the skill is recognisable but the success rate/effectiveness is still not consistent or highly effective etc.</p> <p>At the automatic stage, a performer will be less reliant on instruction/feedback with an ability to self evaluate and identify weaknesses. The performer is able to link the sub routines of the skill/technique; the execution of the skill is recognisable with control and consistency etc.</p> <p>A link to other relevant factors may include; progressions possible from one stage to the next, model/skilled performer etc.</p>		<b>5 marks available</b>
6b	The development of skill and refinement of technique.	2	<p><b><u>Practice considerations</u></b>  A satisfactory 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>At the cognitive stage — <i>many shadow or repetition practices were incorporated.</i>  At the associative stage – <i>some shadow or repetition practices progressing to combination drills.</i>  At the automatic stage of learning – <i>more pressure or problem solving drills were used to advance and challenge learning and performance development.</i>  A link to other relevant factors may include; whole part, gradual build up, closed/open contexts etc.</p>		<b>5 marks available</b>



Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6c	The development of skill and refinement of technique.	2	<p><b><u>Motivation/Concentration/Feedback</u></b>            In this respect the candidate may give a synopsis of how each factor selected impacted upon their learning and/or their application of skill/technique in the overall performance. Merit should be given according to relevance of explanations offered.</p> <p><b>Motivation</b> – A satisfactory response may include details of being internally/externally motivated to learn or achieve success. Being motivated enables the performer to be: self driven; to listen to instruction and act on it; it helps the performer to be self determined; give of their best; come from behind; respond to immediate problems or competitive challenges; not worry if mistakes are made and re channel focus.</p> <p><b>Concentration</b> – A satisfactory response may include details of the need to concentrate/ focus on instruction or demonstration offered to ensure effective application of skill or technique, promotes progression or adaptation of skill or technique, ensures bad habits are not formed, enables the performer to perform their role and apply their skills appropriately.            In the context of games concentration enables the performer to stick to role related duties etc.</p> <p><b>Feedback</b> – A response will include details of receiving internal feedback to progress or refine skill/technique; receiving/giving external feedback (visual/verbal/written) to progress/refine skill/technique of self or that of others.            Feedback should be positive and immediate to promote confidence and/or success.</p> <p>NOTE A link to Stage of Learning, Model Performers may be made in reference to any of the above factors.</p>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
6d	The development of skill and refinement of technique.	4	<p><b><u>Whole performance development</u></b>  The responses offered may suggest the impact of improved skill/technique development 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... improved my ability to .... Etc.</i></p> <p>Merit should be given to the feasibility, validity and/or justification for claims of improved performance.</p>		<b>3 marks available</b>
6e	The development of skill and refinement of technique.	4	<p><b><u>Whole performance development</u></b>  Responses should include next development need.</p>		<b>3 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
7a	Information processing, problem-solving and decision-making when working to develop and improve performance.	1&2	<b>Data collection on role/performance</b>  Description of the method(s) used must be offered; a diagram may feature to support answer. A range of relevant methods will be selected ie Observation schedule, Coach Feedback, Video. Information relevant to the particular aspects of the Structure, Strategy or Composition will be evident.		<b>4 marks available</b>
7b	Information processing, problem-solving and decision-making when working to develop and improve performance.	1&2	Explanations offered about appropriateness may include the following: provides evidence to compare progress; targets; improvements; 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.		<b>3 marks available</b>
7c	The structures, strategies and/or compositional elements that are fundamental to activities.	2	<b><u>Structure and strategy fundamentals</u></b> The following may be referred to or listed: Using space in attack and defence; tempo of play; speed in attack; delay in defence and principles of play (width; depth and mobility). The importance should be justified and show both acquired and applied knowledge. <i>Eg in basketball I wanted to play a fast tempo game.....; attack quickly.....; so I made sure that on each opportunity we tried to play a fast break ....; to catch the defence out.....; score a quick basket ....; create an overload situation .....; before the defence was organised properly.</i>  <b><u>Structure and compositional fundamentals</u></b> The following may be referred to or listed: Design form; developing motifs; using repetition; variation and contrast; using space effectively; using creativity in performance. The importance should show both acquired and applied knowledge. <i>Eg in dance I started with a simple step motif.....; took me forwards then back to starting position.....; then sideways.....; back to starting .....; I established this as a simple core motif.....; then I developed a second core motif.....; this time a jumping pattern.....; then I began to mix and play with both core motifs .....; to add interest to my dance...; gave my dance variety and quality of movement contrasts.</i>		<b>5 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
7d	Information processing, problem-solving and decision-making when working to develop and improve performance.	1&2	The responses will depend on the choice of structure, strategy or composition selected Responses should start with a description of the problem they faced. For example in <i>basketball we were playing a 2-1-2 zone...opposition had good outside hooters...scored frequently, we were therefore behind t half time.</i>		<b>4 marks available</b>
7e	Information processing, problem-solving and decision-making when working to develop and improve performance.	3&4	<p>They may 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 <i>basketball we were playing a 2-1-2 one... 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.</i></p> <p>The candidate may decide to alter the structure, strategy or composition. For example in <i>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.</i></p> <p><i>The candidate may also decide to complete a training programme to address weaknesses.</i></p>		<b>4 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
8a	The structures, strategies and/or compositional elements that are fundamental to activities.	2	<p><b>Select a relevant structure, strategy or composition</b></p> <p>The candidate must describe the Structure, Strategy or Composition. Some will also make reference possibly to the role they played as well. 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 Badminton front-back-side-side Gymnastics particular sequence-routine Volleyball-rotation Hockey penalty corner</p> <p>For example <i>in tennis I used a serve volley strategy – I would serve fast and hard to opponent-follow my serve – get into net and position quickly-use a volley to win point-from opponents return.</i></p>		<b>4 marks available</b>
8b	Identification of strengths and weaknesses in performance.	1&2	<p><b>The benefits of various systems of play</b></p> <p><i>Eg benefits in football a 3-5-2 formation is easier to dominate midfield.....; can cover wide areas of pitch.....; has a variety of attack options linking midfield and forwards</i></p>		<b>4 marks available</b>
8c	Identification of strengths and weaknesses in performance.	1&2	<p><b>The limitations of various systems of play</b></p> <p><i>Eg Limitations; defence can be exposed; by long passes; played straight from defence; midfield can be bypassed.</i></p>		<b>4 marks available</b>
8d	Information processing, problem-solving and decision-making when working to develop and improve performance.	2	<p><b>Candidate should select two and explain why they were important</b></p> <p><b>eg</b> <b><u>Using information on team/individual performance to make appropriate decisions when developing, and monitoring performance</u></b></p> <p>Information may come from before performance. <i>Eg previous knowledge of weather or playing surface.</i> It may come from during performance, eg time and score. This information would then be used to plan and develop performance by processing this information and then taking decisions to develop performance.</p>		<b>5 marks available</b>

Qu	Key Concept	LO	Possible Responses	Marking Criteria	Marks
8e	Information processing, problem-solving and decision-making when working to develop and improve performance.	3	<p><b><u>Monitoring</u></b>            It provides evidence to compare progress/targets/improvements; aids motivation; gives evidence on whether programme of work carried out has been effective; checking whether training methods were appropriate; ensures progress and further development; gives feedback on your performance; training at correct intensity; if improvements were made in areas/weaknesses you targeted; making sure you are not overworking; analyse your training on an ongoing basis; information to plan adjustments to your training.</p>		<b>3 marks available</b>

[END OF MARKING INSTRUCTIONS]