

Section C		
Question	Answer	Guidance
	by relevant practical examples (AO2) <ul style="list-style-type: none"> limited evidence of analysis and critical evaluation (AO3) technical and specialist vocabulary used with limited success the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. 	<ul style="list-style-type: none"> maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Question	Indicative content	Marks	Guidance
8*	<p>Indicative content – candidate responses are likely to include (relevant responses not listed should be acknowledged) e.g. = skill/ illustration of theoretical points</p> <p>Why goal setting is important to performance</p> <ul style="list-style-type: none"> helps to focus attention on the task/strategy increases effort encourages persistence increases motivation provides an incentive reduces anxiety can increase confidence encourages new strategies/tactics <p>How goal setting is used to ensure effective performance in the different stages of learning</p> <ul style="list-style-type: none"> Cognitive stage <ul style="list-style-type: none"> basic goals aim at grooving/overlearning the skill 	<p>10 (3 x AO1, 3 x AO2, 4 x AO3)</p>	

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> ○ aims to be motivating/enjoyable ● Associative stage <ul style="list-style-type: none"> ○ rehearse/repeat/practice ○ focus on refining the skills ○ focus on feedback from the coach ● Autonomous stage <ul style="list-style-type: none"> ○ focus on performing with little conscious control ○ focus on going back to rehearsed basics ○ focus on applying skills and using tactics/strategies ● SMART principle <ul style="list-style-type: none"> ○ goals should be specific to needs of performer ○ goals need to be measurable for each stage ○ goals need be achievable for the level of the performer ○ goals need to be recorded ○ goals need to be time phased appropriately for the learning stage 		

Assessment Objectives (AO) grid

Question	AO1		AO2	AO3		(Quantitative skills)	Total
Section A		(Knowledge only)		Analysis	Evaluation		
1	1		1				2
2	1		1				2
3					2		2
4	2	2					2
5	2	2					2
Section B							
6a			6				6
6b					4		4
6c	2		2				4
6d				6			6
7a	1		1				2
7bi	2	2					2
7bii			3				3
7biii					1		1
7c			3	3		(6)	6
7di	4						4
7dii	2	2					2
Section C							
8*	3		3		4		10
Total	20	8/8	20	9	11	(6)	60
				20			

* = Assessment of extended response