

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