

FOR OFFICIAL USE

Centre No.	Subject No.	Level	Paper No.	Group No.	Marker's No.
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Total

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[CO68/SQP116]

Intermediate 1
Physical Education
Specimen Question Paper

Time: 1 hour

NATIONAL
QUALIFICATIONS

Fill in these boxes and read what is printed below.

Full name of centre

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Town

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First name and initials

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Surname

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Date of birth

Day Month Year

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Candidate number

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Number of seat

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- 1 Candidates should attempt **three** out of the 4 sections.
- 2 All answers should be written in the spaces provided in this answer book and should be written clearly and legibly in ink.
- 3 The marks allocated to each question or part of a question are shown at the end of each question or part of a question.
- 4 Space for answers or rough work will be found at the end of this book. If further space is required, supplementary sheets may be obtained from the invigilator and should be inserted inside the **front** cover of this booklet. You should draw a line through anything which you do not wish the examiner to mark.
- 5 Before leaving the examination room you must give this book to the invigilator. If you do not, you may lose all the marks for this paper.

SECTION 1—PERFORMANCE APPRECIATION

Marks

Choose an activity.

Name of activity _____

(a) List **four skills** from this activity.

(2)

(b) In your chosen activity, what **types of fitness** are important?

(2)

(c) In your chosen activity, what **personal qualities** are important?

(2)

Marks

(d) Choose **one skill** from part (a).

Name the skill _____

What **effect** does your **fitness** have on the way you perform this **skill**?

(4)

(e) How can **comparing your performance** with **other performances** be useful when you are learning?

(3)

Marks

(f) Think now about other ways you have analysed your performance or any part of it.

Choose **one** method you have used from the list below.

- * **video**
- * **record of training**
- * **performance diary**
- * **verbal feedback**
- * **written feedback, for example, a checklist or observation schedule**
- * **knowledge of results**
- * **standard fitness test**

Method _____

What information did you gather about your performance from your method of analysis?

(3)

(g) What did you do next to improve your performance?

(4)

TOTAL MARKS [20]

Marks

SECTION 2—PREPARATION OF THE BODY

(a) A **warm-up** is an important part of preparing for performance.

Three parts of a warm-up are:

- (i) **raising the temperature of the body**
- (ii) **stretching exercises**
- (iii) **the skills of the activity.**

Select an activity from your course.

Name of activity _____

- (i) Give **one** reason why **raising the temperature of the body** is an important part of a warm-up.

(2)

- (ii) Give **one** reason why **stretching exercises** are an important part of a warm-up.

(2)

- (iii) Give **one** reason why **performing the skills of the activity** is an important part of a warm-up.

(2)

Marks

- (b) (i) Choose **one** of the following aspects of **skill-related fitness** which you think is most **important** to your performance in your chosen activity.

Tick **one** box

Reaction Time

☐

Coordination

☐

Agility

☐

Balance

☐

(1)

- (ii) Give **one** reason why the aspect of skill-related fitness you have chosen is important to your performance in your chosen activity.

The aspect of **skill-related fitness** I have chosen is important because:

(2)

- (c) (i) Which **one** of the following aspects of **physical fitness** do you think is **important** to you in your chosen activity? (You should continue to use the same activity.)

Tick **one** box

Strength

☐

Muscular Endurance

☐

Aerobic Endurance

☐

Flexibility

☐

(1)

- (ii) Give an example of a **fitness test** you have used for this aspect of physical fitness.

(2)

Marks

(c) (continued)

(iii) From the list below, tick **two** methods of training you have used to improve the aspect of physical fitness you have identified above.

- | | |
|---|--------------------------|
| Circuit training | <input type="checkbox"/> |
| Continuous sessions which last a long time | <input type="checkbox"/> |
| Short very intense bursts of activity | <input type="checkbox"/> |
| Individual stretching programme | <input type="checkbox"/> |
| Resistance training with heavy weights | <input type="checkbox"/> |
| Resistance training using light weights | <input type="checkbox"/> |
| Stretching exercises with a partner | <input type="checkbox"/> |

(2)

(iv) Describe a training session where you used **one** of the **methods of training** which you have ticked to improve the aspect of fitness identified in part (c) (i).

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	(4)
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(v) In what ways did your physical fitness programme improve your performance?

<hr/> <hr/> <hr/> <hr/>	(2)
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TOTAL MARKS [20]

SECTION 3—SKILLS AND TECHNIQUE

Marks

(a) Name an activity _____

Choose a skill which you have tried to develop by improving your technique.

(i) Skill _____ Technique _____

(1)

(ii) Describe **one** method you used to gather information about your chosen technique.

(2)

(iii) Describe how the method helped you identify **weaknesses** in your technique.

(3)

(iv) From your analysis, describe **the main weakness** you found in your technique.

(2)

Marks

(b) The following are methods of practice.

- | | |
|----------------------------------|-----------------------------------|
| Partner practice | Unopposed practice |
| Whole part whole practice | Repetition practice |
| Solo practice | Small sided games practice |

Select **one** of these methods of practice.

Method of practice _____

Describe how this method of practice can be used in developing the skill you have selected in part (a).

(3)

(c) Select **two** of the following factors.

- | | | |
|----------------------|-------------------|-----------------|
| Concentration | Motivation | Feedback |
|----------------------|-------------------|-----------------|

Explain why they were important during practice.

(i) Factor 1 _____

(2)

Marks

(c) (continued)

(ii) Factor 2 _____

(2)

(iii) During practices, **feedback** helped you develop your skill or technique.

Name **two** types of feedback.

1. _____
2. _____

(2)

(d) Having developed your skill or technique, what effect did this have on your whole performance in this activity?

(3)

TOTAL MARKS [20]

SECTION 4—STRUCTURES, STRATEGIES AND COMPOSITION

Marks

(a) In your course you will have taken part in an activity where you used a structure/strategy or structure/composition.

Name the activity _____

(i) Describe the structure/strategy or structure/composition which you used.

(2)

(ii) State why you used this structure/strategy or structure/composition.

(3)

(iii) Explain the role that you played in this structure/strategy or structure/composition.

(3)

Marks

(b) Describe **one** method you used to gather information about **your performance** in the structure/strategy or structure/composition used.

(2)

(c) What **strengths** did you find in **your performance** in the structure/strategy or structure/composition used?

(3)

(d) What **weaknesses** did you find in **your performance** in the structure/strategy or structure/composition used?

(3)

Marks

(e) (i) How did you make the best use of your **strengths** during your performance?

(2)

(ii) How did you deal with your **weaknesses** during your performance?

(2)

TOTAL MARKS [20]

[END OF QUESTION PAPER]

[CO68/SQP116]

Intermediate 1
Physical Education
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

INTERMEDIATE 1

Physical Education

Section 1 - Performance Appreciation

- | | | |
|-----|---|-----------|
| (a) | 4 skills relevant to the activity named | 2 marks |
| | 3 or 2 skills relevant to the activity named | 1 mark |
| | 1 skill relevant to the activity named | 0 marks |
| (b) | Any 2 relevant aspects of fitness — 1 mark each | 2 marks |
| (c) | Any of the following — 1 mark each | |
| | Determination, motivation, leadership, concentration, self-discipline, confidence, co-operation etc | 2 marks |
| (d) | Uses knowledge and understanding to give a clear description of effect on performance | 4 marks |
| | Uses knowledge and understanding to give a broad description of effect on performance | 3/2 marks |
| | Uses knowledge and understanding to give some description of effect on performance | 1 mark |
| (e) | Uses knowledge and understanding to identify and clearly describe valid reasons for comparing performance | 3 marks |
| | Uses knowledge and understanding to identify and broadly describe valid reasons for comparing performance | 2 marks |
| | Some use of knowledge and understanding to identify a reason for comparing performance | 1 mark |
| (f) | Clear Description of relevant information gathered | 3 marks |
| | Broad description of relevant information gathered | 2 marks |
| | Some description of information gathered | 1 mark |
| (g) | Makes specific suggestions for a course of action which might lead to improvement in performance | 4 marks |
| | Makes broad suggestions for a course of action which may lead to improvement in performance | 3/2 marks |
| | Makes some suggestions for a course of action which may lead to improvement in performance | 1 mark |

Section 2 - Preparation of the Body

- (a) Parts (i), (ii) and (iii)

Any relevant reason why important 2 marks

- (b) (i) Selects relevant aspect of SRF 1 mark

- (ii) Use of knowledge and understanding to clearly show relation between aspect of SRF and activity 2 marks

Some use of knowledge and understanding to show relation between aspect of SRF and activity 1 mark

- (c) (i) Selects aspect of fitness relevant to activity 1 mark

- (ii) Selects a fitness test relevant to the aspect of fitness selected in part (i) 2 marks

- (iii) Selects two methods of training that would show improvement to aspect of physical fitness selected 2 marks

- (iv) Gives a clear description of training session using knowledge and understanding of method selected 4 marks

Gives a broad description of training session using knowledge and understanding of method selected 2/3 marks

Some description of training session using knowledge and understanding of method selected 1 mark

- (v) Clear description of the improvements in performance 2 marks

Broad description of the improvements in performance 1 mark

Section 3 - Skills and Technique

(a)	(i)	Any skill/technique relevant to the activity named	1 mark
	(ii)	Clear description of method	2 marks
		Broad description of method	1 mark
	(iii)	Uses knowledge and understanding to give a clear description of how method identified weaknesses	3 marks
		Uses knowledge and understanding to give a broad description of how method identified weaknesses	2 marks
		Some use of knowledge and understanding to describe how method identified weaknesses	1 mark
	(iv)	Clear description of weakness	2 marks
		Broad description of weakness	1 mark
(b)		Gives a clear description of skill development using knowledge and understanding of method selected	3 marks
		Gives a broad description of skill development using knowledge and understanding of method selected	2 marks
		Some description of skill development using knowledge and understanding of method selected	1 mark
(c)	(i)	Uses knowledge and understanding to give a clear description of how factor affected practice	2 marks
		Uses knowledge and understanding to give a broad description of how factor affected practice	1 mark
	(ii)	Same as (i)	
	(iii)	Two types of feedback — 1 mark each	2 marks
(d)		Uses knowledge and understanding to give a clear description of effect on performance	3 marks
		Uses knowledge and understanding to give a broad description of effect on performance	2 marks
		Some use of knowledge and understanding to give a description of effect on performance	1 mark

Section 4 —Structures, Strategies and Composition

- | | | | |
|-----|-------|---|---------|
| (a) | (i) | Uses knowledge and understanding of the structure/strategy or structure/composition to give a clear description. | 2 marks |
| | | Uses knowledge and understanding of the structure/strategy or structure/composition to give a broad description. | 1 mark |
| | (ii) | Uses knowledge and understanding to identify valid reasons for using this structure/strategy or structure/composition. | 3 marks |
| | | Uses knowledge and understanding to identify some reasons for using this structure/strategy or structure/composition. | 2 marks |
| | | Uses knowledge and understanding to roughly identify a reason for using this structure/strategy or structure/composition. | 1 mark |
| | (iii) | Uses knowledge and understanding to give a clear explanation. | 3 marks |
| | | Uses knowledge and understanding to give a broad explanation. | 2 marks |
| | | Some use of knowledge and understanding to give an explanation. | 1 mark |
| (b) | | Clear description of method | 2 marks |
| | | Broad description of method | 1 mark |
| (c) | | Uses knowledge and understanding to identify strengths | 3 marks |
| | | Uses knowledge and understanding to identify some strengths | 2 marks |
| | | Uses knowledge and understanding to identify a strength | 1 mark |
| (d) | | Uses knowledge and understanding to identify weaknesses | 3 marks |
| | | Uses knowledge and understanding to identify some weaknesses | 2 marks |
| | | Uses knowledge and understanding to identify a weakness | 1 mark |
| (e) | (i) | Clear description of course of action taken | 2 marks |
| | | Broad description of course of action taken | 1 mark |
| | (ii) | Clear description of course of action taken | 2 marks |
| | | Broad description of course of action taken | 1 mark |

[END OF MARKING INSTRUCTIONS]