

[C068/SQP117]

Intermediate 2
Physical Education
Specimen Question Paper

Time: 2 hours

NATIONAL
QUALIFICATIONS

Candidates should attempt **THREE** questions, each chosen from a different section.

SECTION 1—PERFORMANCE APPRECIATION

QUESTION 1

Choose **one** activity from your course.

(a) Describe how the performance of a **skill** from your chosen activity can be influenced by **physical fitness**. 5

(b) **Other factors**, besides physical fitness and skill, influence the way we perform.
Consider the following list.

confidence	aggression
determination	motivation
concentration	stress

(i) Choose **one** of the factors from the list. Explain how this factor had a **good effect** on your overall performance in your chosen activity. 3

(ii) Choose **another** factor from the list. Explain how this factor had a **bad effect** on your overall performance in your chosen activity. 3

(c) Explain how you made these judgements about the good and the bad parts of your performance. 4

(d) Consider the information your analysis has provided.
Explain how you used this information to improve the quality of your performance. 5

(20)

QUESTION 2

(a) Choose **one** activity. Describe the effectiveness of **your** performance with specific reference to **two** of the following:

- your physical characteristics
- your skills and techniques
- your fitness
- your decision making skills
- the performance environment
- your personal qualities

6

(b) Explain how you gathered information on the effectiveness of your performance. 4

(c) Being **consistently** “good” is a problem for all performers.
Select **one** item from part (a). Describe how you would work on your selected item to become more consistent in your performance. 5

(d) Give an example of where performance has not gone well. Explain how you felt about this and what you did to overcome the problem. 5

(20)

SECTION 2—PREPARATION OF THE BODY

QUESTION 3

Name **one** activity and choose **one** aspect of fitness which has let you down when performing in this activity.

- (a) Describe how your weakness in the aspect of fitness affected your overall performance. 3
 - (b) During your performance, how did you collect information on this aspect of fitness? 3
 - (c) Explain how the specific demands of the activity influenced your choice of training. 3
 - (d) Explain how you set your personal training level. 3
 - (e) Why is it important to set a personal training level? 3
 - (f) Give details of **one** training session that you took part in to improve this aspect of fitness. 5
- (20)**

QUESTION 4

- (a) Choose **one** activity from your course. Describe the fitness requirements of this activity. 4
 - (b) With reference to the fitness requirements you identified in part (a), describe your performance at the **start** of your course. 4
 - (c) Choose **one** fitness requirement from this activity. How did you develop this fitness requirement over a period of **six** to **eight** weeks? 4
 - (d) Outline the **main factors** you considered in planning your development over this period of time. 4
 - (e) How did you assess the **effectiveness** of your six to eight week plan? 4
- (20)**

SECTION 3—SKILLS AND TECHNIQUE

QUESTION 5

Choose an activity. Choose **one** skill **or** technique from your activity.

- (a) Describe in detail a model performance of this skill **or** technique.
Refer specifically to the **Preparation, Action and Recovery** stages. 6
- (b) Compare and contrast your performance to the model performance you have described in part (a). 6
- (c) Identify the main difficulty you had in performing the chosen skill **or** technique. 2
- (d) Describe the course of action you took to improve your performance. 4
- (e) What improvements came about as a result of the course of action described in part (d)? 2
(20)

QUESTION 6

- (a) Name **two** skills from the same activity and describe **how you analysed** them during a **whole performance**. 4
- (b) Select **one** method of analysis which you used in part (a) and state why it was helpful when assessing your performance. 2
- (c) From your analysis, give details of weaknesses you found in **each** of the **two** skills. 4
- (d) Choose **one** of the skills from part (a). Explain how you used **two** of the following methods of practice when developing this skill.

solo practice

drills

shadowing

training routines

whole-part-whole practice

opposed practice

conditioned games

partner practice

6

- (e) Select **one** of the following and explain its importance in making your practice more effective when developing skills.

work rest intervals

feedback

awareness of model performance

setting clear objectives for practice

4

(20)

SECTION 4—STRUCTURES, STRATEGIES AND COMPOSITION

QUESTION 7

- (a) Describe in detail a structure/strategy **or** structure/composition from an activity in your course. 4
- (b) Describe **one** strength of your performance within this structure/strategy **or** structure/composition. 2
- (c) Describe **one** weakness of your performance within this structure/strategy **or** structure/composition. 2
- (d) Describe **one** method used to obtain this information about your performance. 2
- (e) During your course you will have had to change or adapt a structure/strategy **or** structure/composition.
Give an example of **one** change **or** adaptation you made.
Explain the effect this change **or** adaptation had on your performance. 6
- (f) Explain how **one** of the following helped your structure/strategy **or** structure/composition during your performance.
- being perceptive**
- being creative**
- making good decisions under pressure** 4
- (20)**

QUESTION 8

- (a) Describe in detail a structure/strategy **or** structure/composition from an activity in your course. 4
- (b) Choose any **two** from the following list and explain the importance of each within the structure/strategy **or** structure/composition you have selected in (a).
- | | | | |
|-------------------------|------------------------|--------------------------|---|
| roles | relationships | formations | |
| group principles | team principles | tactical elements | |
| design elements | choreography | presentation | 6 |
- (c) From **one** of the items you have chosen in part (b), identify **one** strength or **one** weakness in your performance within the structure/strategy **or** structure/composition.
Explain how this strength or weakness affected your performance. 4
- (d) Explain how you would use your findings in part (c) to develop your structure/strategy **or** structure/composition. 4
- (e) Describe **one** method you used to check whether or not improvement had taken place in your chosen structure/strategy **or** structure/composition. 2
- (20)**

[END OF QUESTION PAPER]

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Intermediate 2
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Appendix I - Assessment descriptions and their application

Additional guidance on assessment is given below.

In applying these assessment descriptions markers are directed to:

use the appropriate description together with their professional judgement to award marks to the various parts of each question.

The appendix outlines for markers the main Outcomes which candidates should be demonstrating in their answers to each part of the question. It is important to remember that often more than one competency can be demonstrated by a candidate in some of the answers as is indicated in Appendix II (following).

Outcome 1 — Record/describe/explain

Candidates should be awarded **high marks** if they provide a description and explanation of performance.

Candidates should be awarded **half of the marks** if they provide a description and explanation in terms of the main features of a performance.

Candidates should be awarded **low marks** if they provide a limited description and explanation in terms of the main features of a performance.

Outcome 2 - Analysis/relevant knowledge

Candidates should be awarded **high marks** if they analyse performance using relevant knowledge and understanding.

Candidates should be awarded **approximately half of the marks** if they make an appropriate analysis of performance using relevant knowledge and understanding.

Candidates should be awarded **low marks** if they make a limited analysis of performance using some knowledge and understanding.

Outcome 3 — Suggest improvements

Candidates should be awarded **high marks** if they make detailed suggestions about how performance may be improved.

Candidates should be awarded **approximately half of the marks** if they make some detailed suggestions about how performance may be improved.

Candidates should be awarded **low marks** if they make limited suggestions about how performance may be improved.

Appendix II

Section 1: Performance Appreciation

Question & Part		Outcomes Examined		Mark
Question 1	(a)	1 & 2	Record / describe / explain Analysis / relevant knowledge	5
	(b) (i)	1 & 2	Record / describe / explain Analysis / relevant knowledge	3
	(b) (ii)	1 & 2	Record / describe / explain Analysis / relevant knowledge	3
	(c)	1 & 2	Record / describe / explain Analysis / relevant knowledge	4
	(d)	2 & 3	Analysis / relevant knowledge Suggest improvements	5

Question 2	(a)	1 & 2	Record / describe / explain Analysis / relevant knowledge	6
	(b)	1 & 2	Record / describe / explain Analysis / relevant knowledge	4
	(c)	1 & 3	Record / describe / explain Suggest improvements	5
	(d)	2 & 3	Analysis / relevant knowledge Suggest improvements	5

Appendix II (continued)

Section 2: Preparation of the Body

Question & Part		Outcomes Examined		Mark
Question 3	(a)	1 & 2	Record / describe / explain Analysis / relevant knowledge	3
	(b)	1	Record / describe / explain	3
	(c)	1 & 2	Record / describe / explain Analysis / relevant knowledge	3
	(d)	2 & 3	Analysis / relevant knowledge Suggest improvements	3
	(e)	2	Analysis / relevant knowledge	3
	(f)	1 & 2	Record / describe / explain Suggest improvements	5

Question 4	(a)	1	Record / describe / explain	4
	(b)	1	Record / describe / explain	4
	(c)	2 & 3	Analysis / relevant knowledge Suggest improvements	4
	(d)	3	Analysis / suggest improvements	4
	(e)	2	Analysis / relevant knowledge	4

Appendix II (continued)

Section 3: Skills and Technique

Question & Part		Outcomes Examined		Mark
Question 5	(a)	1 & 2	Record / describe / explain Analysis / relevant knowledge	6
	(b)	2	Analysis / relevant knowledge	6
	(c)	2	Analysis / relevant knowledge	2
	(d)	1 & 3	Record / describe / explain Suggest improvements	4
	(e)	3	Suggest improvements	2

Question 6	(a)	1 & 2	Record / describe / explain Analysis / relevant knowledge	4
	(b)	2	Analysis / relevant knowledge	2
	(c)	1	Record / describe / explain	4
	(d)	2 & 3	Analysis / relevant knowledge Suggest improvements	6
	(e)	2 & 3	Analysis / relevant knowledge Suggest improvements	4

Appendix II (continued)

Section 4: Structures, Strategies and Composition

Question & Part		Outcomes Examined		Mark
Question 7	(a)	1	Record / describe / explain	4
	(b)	1 & 2	Record / describe / explain Analysis / relevant knowledge	2
	(c)	1 & 2	Record / describe / explain Analysis / relevant knowledge	2
	(d)	1	Record / describe / explain	2
	(e)	2 & 3	Analysis / relevant knowledge Suggest improvements	6
	(f)	2 & 3	Analysis / relevant knowledge Suggest improvements	4

Question 8	(a)	1	Record / describe / explain	4
	(b)	1 & 2	Record / describe / explain Analysis / relevant knowledge	6
	(c)	1 & 2	Record / describe / explain Analysis / relevant knowledge	4
	(d)	2 & 3	Analysis / relevant knowledge Suggest improvements	4
	(e)	1	Record / describe / explain	2

[END OF MARKING INSTRUCTIONS]