

2003 Physical Education

Higher – Analysis of Performance

Finalised Marking Instructions

Higher Level Physical Education

Analysis of Performance

2003 Examination Paper – Marking Instructions and Guidance

Introduction

1. In the Higher Level Course Examination candidates will have answered from the perspective of their experiences in a wide variety of activities. To produce an activity specific marking scheme would result in an enormous document which would be extremely cumbersome and time-consuming to use and which could never realistically cover all possibilities.
2. Physical Education teachers have experience in coping with the varying experience of candidates when applying criteria, for example in the assessment of performance within Higher Level Physical Education. Drawing upon this experience, the marking scheme for the Analysis of Performance examination is also based on assessment criteria.
3. In arriving at the assessment criteria for Analysis of Performance, descriptions of levels of competence for the awarding of marks (Appendix 1) have been devised for Higher level within Higher Still Physical Education.

Marking the Scripts

1. Markers should refer closely to Appendices I and II and thereafter use their professional judgement to award marks to the various parts of each question. It must be stressed that the guidance given in Appendix II is not prescriptive and markers should give credit to candidates who make relevant use of other Competencies, as defined in the Assessment Criteria, in their answers. Markers are encouraged to make use of the full range of marks available, including zero.
2. Consideration must be given to the whole answer. Markers should read the whole of each part of each question twice before attempting to award marks.
3. Markers should be selective in their use of ticks and comments on the scripts. Ticks should be used to indicate where a candidate has demonstrated competency as defined in the Assessment Criteria. The number of ticks entered will **not** necessarily equate with the number of marks awarded for a part of a question.

Markers may write statements on the scripts, but **only from the assessment criteria**, to indicate where candidates have demonstrated a level of competence.

In all cases, markers should be aware that the purpose of ticks and comments is to indicate to the Examining Team at a later date where credit has been given.

4. Markers may come across a candidate who has not indicated clearly which part of a question he/she is responding to. In such cases, markers should exercise discretion and continue to mark the script as best they can indicating in the left-hand margin the part of the question which is being marked.

Where markers remain concerned about their interpretation of the candidates intentions, the script should be drawn to the attention of the Principal Assessor in the manner indicated in the general instructions.

5. Marks may not be deducted for poor spelling or writing that is difficult to read. Scripts should be marked against the criteria as far as possible. In extreme cases, however, where markers are unable to proceed, the script should be drawn to the attention of the Principal Assessor.
6. Marks awarded for each part of each question should be entered in the right-hand margin where the candidates answer to that part of the question is considered to have ended. Marks thus entered should **not** be underlined or circled and **under no circumstances** should marks be totalled for each question. This will only serve to cause confusion when scripts are being checked by the Examining Team at a later date.
7. Marks awarded for each part of each question should be transferred to the grid headed 'Questions Attempted' on the front of the answer book. When all of the marks have been entered here, they should then be totalled and entered at the bottom of the grid.

Appendix I – Assessment Descriptions and their Application

The Assessment descriptions for each of the Outcomes are detailed below.
In applying these assessment descriptions markers are directed to:

Use the appropriate assessment descriptions together with their professional judgement to award marks to the various parts of each question.

This appendix outlines for markers the main Outcomes which candidates should be demonstrating in their answers to each part of each 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 and explain performance

Candidates should be awarded **high marks** if they give a clear, full and detailed record, description or explanation of a performance.

Candidates should be awarded approximately **half of the marks** available if they give a clear and satisfactory record, description or explanation of a performance.

Candidates should be awarded **low marks** if their record, descriptions or explanations are limited in scope and/or unsatisfactory in detail.

Outcome 2 - Use knowledge and understanding to analyse performance

Candidates should be awarded **high marks** if they use a full range of relevant concepts and detailed knowledge to make judgements which are sound.

Candidates should be awarded approximately **half of the marks** available if they use relevant concepts and knowledge to make judgements which are sound.

Candidates should be awarded **low marks** if they use a limited range of concepts and knowledge to make judgements which are shallow.

Outcome 3 - Suggest improvements to the performance

Candidates should be awarded **high marks** if they make clear, full and detailed suggestions for a course of action which is most likely to lead to improvements.

Candidates should be awarded approximately **half of the marks** available if they make clear and satisfactory suggestions for a course of action which is most likely to lead to improvements.

Candidates should be awarded **low marks** if their suggestions for a course of action are limited and/or lacking in detail and are unlikely to lead to improvements.

Appendix II

Higher Level Physical Education 2003 Examination Paper – Marking Scheme

Area 1: Performance Appreciation

Competency Examined				Marks
Question 1	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(b)	1	Describe and/or explain.	4
	(c)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4
	(d)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
Question 2	(a)	2	Critical thinking/related concepts/relevant knowledge.	6
	(b)	1	Describe and/or explain.	4
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	4
	(d)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
Question 3	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4
	(b)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(c)	1 & 3	Describe and/or explain. Decision making/suggest improvements.	6
	(d)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	4

Area 2: Preparation of the Body

Question 4	(a)	2	Critical thinking/related concepts/relevant knowledge.	6
	(b)	1	Describe and/or explain.	4
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	4

Question 5	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(b)	2	Critical thinking/related concepts/relevant knowledge.	4
	(c)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4
	(d)	1 & 3	Describe and/or explain. Decision making/suggest improvements.	6

Question 6	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(b)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(c)	2	Critical thinking/related concepts/relevant knowledge.	4
	(d)	1 & 3	Describe and/or explain. Decision making/suggest improvements.	4

Area 3: Skills and Technique

Question 7	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4
	(b)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	2	Critical thinking/related concepts/relevant knowledge.	4

Question 8	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4
	(b)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	2	Critical thinking/related concepts/relevant knowledge.	4

Question 9	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(b)	1	Describe and/or explain.	4
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	4

Area 4: Structures, Strategies and Composition

Question 10	(a)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	6
	(b)	2	Critical thinking/related concepts/relevant knowledge.	5
	(c)	1 & 3	Describe and/or explain. Decision making/suggest improvements.	5
	(d)	2	Critical thinking/related concepts/relevant knowledge.	4

Question 11	(a)	1 & 2	Describe and/or explain.	6
	(b)	2	Critical thinking/related concepts/relevant knowledge.	4
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	2	Critical thinking/related concepts/relevant knowledge.	4

Question 12	(a)	1	Describe and/or explain.	4
	(b)	1 & 3	Describe and/or explain. Decision making/suggest improvements.	6
	(c)	2 & 3	Critical thinking/related concepts/relevant knowledge. Decision making/suggest improvements.	6
	(d)	1 & 2	Describe and/or explain. Critical thinking/related concepts/relevant knowledge.	4

[END OF MARKING INSTRUCTIONS]