

2003 Physical Education

Intermediate 1

Finalised Marking Instructions

Appendix - 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

Candidates should be awarded **high marks** if they provide a clear description in terms of the main features of performance.

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

Candidates should be awarded **low marks** if they provide some description 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 to performance

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

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

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

Analysis of Performance – Physical Education Intermediate 1 2003

Question 1		Marks
(a)	<ul style="list-style-type: none"> • Any of the following:- Technical (control, timing) physical(strong, light, speed) personal(determination, courage) special (creative, imaginative) • Uses knowledge and understanding to give a clear description of why each performance quality is important. • Uses knowledge and understanding to give a broad description of why each performance quality is important. • Uses knowledge and understanding to give some description of why each performance quality is important. • Marks should be awarded, as indicated above for Performance quality 2 	<p>1 mark for each (total 2 marks)</p> <p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of a model performance. • Uses knowledge and understanding to give a broad description of a model performance. • Uses knowledge and understanding to give some description of a model performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Clear description of a weakness. • Some description of a weakness. • Clear description of a weakness. • Some description of a weakness. 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of what was done in training to get rid of weakness. • Some use of knowledge and understanding to describe what was done in training to get rid of weakness. 	<p>2 marks</p> <p>1 mark</p>

Question 1 continued		Marks
(e)	<ul style="list-style-type: none"> • Any of the following: Motivation/confidence/concentration Preparation and Mental state • Uses knowledge and understanding to give a broad description of how the mental factor selected affected performance. • Uses knowledge and understanding to give some description of how the mental factor selected affected performance. 	<p>1 mark</p> <p>2 marks</p> <p>1 mark</p>

Question 2		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of appropriate stage of warm-up. • Some use of knowledge and understanding to describe appropriate stage of warm-up. • Marks should be awarded, as indicated above for stages 2 and 3. 	<p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Aspect of fitness – <p>Physical CRE, Muscular endurance, Speed, Power & Flexibility</p> <p>Skill-related Agility, Reaction time, balance, timing, coordination</p> <p>Mental Concentration, motivation & mental planning</p>	1 mark for each correct
(c)	<ul style="list-style-type: none"> • Aspect of fitness tested • Name of relevant test • Uses knowledge and understanding to give a clear description of relevant test. • Uses knowledge and understanding to give a broad description of relevant test. • Uses knowledge and understanding to give some description of relevant test. • Uses knowledge and understanding to give a clear explanation of why test was used. • Some use of knowledge and understanding to give an explanation of why test was used. • Uses knowledge and understanding to give a clear explanation of information from test results. • Some use of knowledge and understanding to give an explanation of information from test results. 	<p>0 marks</p> <p>1 mark</p> <p>3 marks</p> <p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>

Question 2 continued		Marks
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how aspect of fitness affected whole performance. • Uses knowledge and understanding to give a broad description of how aspect of fitness affected whole performance. • Uses knowledge and understanding to give some description of how aspect of fitness affected whole performance. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>

Question 3		Marks
(a)	<p>No mark for identifying skill/technique</p> <ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of why skill/technique is important if you are to perform well. • Some use of knowledge and understanding to describe why skill/technique is important if you are to perform well. • Marks should be awarded, as indicated above for skill/technique 1&2 	<p>2 marks</p> <p>1 mark</p>
(b)	<p>No mark for identifying skill/technique</p> <ul style="list-style-type: none"> • Clear description related to phase of skill/technique. • Some description related to phase of skill/technique. • Marks should be awarded, as indicated above for Preparation, Action & Recovery phases. 	<p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of method used to gather information about skills or techniques when performing. • Some use of knowledge and understanding to describe method used to gather information about skills or techniques when performing. 	<p>2 marks</p> <p>1 mark</p>
(d)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of why method chosen was appropriate. • Some use of knowledge and understanding to describe why method chosen was appropriate. 	<p>2marks</p> <p>1 mark</p>

Question 3 continued		Marks
(e)	<p>No mark for identifying weak skill/technique</p> <ul style="list-style-type: none"> • Clear description of practice session. • Broad description of practice session. • Some description of practice session. 	<p>3 marks 2 marks 1 mark</p>
(f)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of how practice was successful. • Uses knowledge and understanding to give a broad description of how practice was successful. • Uses knowledge and understanding to give some description of how practice was successful. 	<p>3 marks 2 marks 1 mark</p>

Question 4		Marks
(a)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of structure, strategy or composition used in named activity. • Uses knowledge and understanding to give a broad description of structure, strategy or composition used in named activity. • Uses knowledge and understanding to give some description of structure, strategy or composition used in named activity. • Marks should be awarded, as indicated above for Second structure. 	<p>3 marks</p> <p>2 marks</p> <p>1 mark</p>
(b)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description why structure, strategy or composition was used. • Uses knowledge and understanding to give some description why structure, strategy or composition was used. • Marks should be awarded, as indicated above for Second reason. 	<p>2 marks</p> <p>1 mark</p>
(c)	<ul style="list-style-type: none"> • Uses knowledge and understanding to give a clear description of why example chosen is important to structure, strategy or composition. • Uses knowledge and understanding to give some description of why example chosen is important to structure, strategy or composition. • Marks should be awarded, as indicated above for Second example. 	<p>2 marks</p> <p>1 mark</p>

Question 4 continued		Marks
(d)	<ul style="list-style-type: none"> • Clear description of what was not working within structure, strategy or composition. • Some description of what was not working within structure, strategy or composition. • Uses knowledge and understanding to give a clear description of change made to improve performance. • Uses knowledge and understanding to give some description of change made to improve performance. 	<p>2 marks</p> <p>1 mark</p> <p>2 marks</p> <p>1 mark</p>
(e)	<ul style="list-style-type: none"> • Clear description of affect this change had on performance. • Some description of affect this change had on performance. 	<p>2 marks</p> <p>1 mark</p>

[END OF MARKING INSTRUCTIONS]