SCOTTISH QUALIFICATIONS AUTHORITY

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)	• 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	1 mark for each (total 2 marks) 3 marks 2 marks 1 mark
(b)	• 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.**	3 marks 2 marks 1 mark
(c)	• **Clear description** of a **weakness.** • **Some description** of a **weakness.** • **Clear description** of a **weakness.** • **Some description** of a **weakness.**	2 marks 1 mark 2 marks 1 mark
(d)	• 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.	2 marks 1 mark

Question 1 continued		Marks
(e)	• 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.	1 mark 2 marks 1 mark

Question 2		Marks
(a)	• 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.	2 marks 1 mark
(b)	• Aspect of fitness – **Physical** CRE, Muscular endurance, Speed, Power & Flexibility **Skill-related** Agility, Reaction time, balance, timing, coordination **Mental** Concentration, motivation & mental planning	1 mark for each correct
(c)	• 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.	0 marks 1 mark 3 marks 2 marks 1 mark 2 marks 1 mark 2 marks 1 mark

Question 2 continued		Marks
(d)	• 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.	3 marks 2 marks 1 mark

Question 3		Marks
(a)	No mark for identifying skill/technique • 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	2 marks 1 mark
(b)	No mark for identifying skill/technique • **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.**	2 marks 1 mark
(c)	• 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.	2 marks 1 mark
(d)	• 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.	2marks 1 mark

Question 3 continued		Marks
(e)	No mark for identifying weak skill/technique • **Clear description** of practice session. • **Broad description** of practice session. • **Some description** of practice session.	3 marks 2 marks 1 mark
(f)	• 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.	3 marks 2 marks 1 mark

Question 4		Marks
(a)	• 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.	3 marks 2 marks 1 mark
(b)	• 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.	2 marks 1 mark
(c)	• 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.	2 marks 1 mark

Question 4 continued		Marks
(d)	• **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.	2 marks 1 mark 2 marks 1 mark
(e)	• **Clear description** of affect this change had on performance. • **Some description** of affect this change had on performance.	2 marks 1 mark

[END OF MARKING INSTRUCTIONS]